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ABSTRACT

This bibliography provides access to the latest research findings or developments in bilingual education which relate specifically to Mexican Americans and/or American Indians in the Southwest. The information contained in the 263 entries is analyzed within similar limits as to its sociolinguistic significance. Compiled from abstracts which appeared in the January 1971 thru June 1974 issues of "Research in Education" (RIE), the bibliography consists of three sections: (1) an analysis of individual entries in terms of their sociolinguistic significance; (2) the ERIC abstracts in numerical order; and (3) a subject index. Topics emphasized are biculturalism, bilingualism, content analysis, English as a second language, program evaluation, and Spanish. Entries cover a wide variety of educational materials such as research reports, program descriptions and evaluations, and resource materials. Ordering information is appended. (NQ)

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A SELECTED BIBLIOGRAPHY ON MEXICAN AMERICAN AND
NATIVE AMERICAN BILINGUAL EDUCATION IN THE SOUTHWEST

(With ERIC Abstracts)

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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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PREFACE

The Educational Resources Information Center (ERIC) is a federally funded network of information centers, each responsible for a given educational level or field of study. ERIC is supported by the National Institute of Education of the U. S. Department of Health, Education, and Welfare. The basic objective of ERIC is to make current developments in educational research, instruction, and personnel preparation more readily accessible to educators and members of related professions.

The ERIC Clearinghouse on Languages and Linguistics (ERIC/CLL), one of sixteen specialized clearinghouses in the ERIC system, is operated by the Center for Applied Linguistics. ERIC/CLL is specifically responsible for the collection and dissemination of information in the general area of research and application in languages, linguistics, and language teaching and learning. It is the responsibility of the ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS), located at New Mexico State University, to collect materials related to rural, small school, American Indian, Mexican American, migrant, and outdoor education and to input these materials into the national ERIC system.

One of the ways in which ERIC/CLL and ERIC/CRESS disseminate information is by selecting, abstracting, and indexing documents of significant quality relating to their respective areas for the ERIC microfiche collection and the monthly abstract journal *Resources in Education (RIE)*.^{*} In addition to processing information, ERIC/CLL and ERIC/CRESS are also involved in information synthesis and analysis. Recognized authorities are commissioned by the Clearinghouses to write analyses of the current issues in their areas of specialty. The resultant documents include practical guides for classroom teachers, extensive state-of-the-art papers, and selected bibliographies. ERIC/CLL publishes its information analysis products under the title *CAL-ERIC/CLL Series in Languages and Linguistics*.

About the Bibliography

The present publication represents a collaborative effort by ERIC/CLL and ERIC/CRESS to produce a selected bibliography drawn from their mutual fields of study. It is at the same time an attempt to analyze within similar limits the information contained in the bibliographical entries.

The bibliography was compiled from abstracts which appeared in *RIE*, issues January 1971 through June 1974. It is intended to provide access to the latest research findings or developments in bilingual education, limited to information that relates specifically to Mexican Americans and/or American Indians in the Southwest. The bibliography consists of three sections: an analysis of the individual entries in terms of their sociolinguistic significance; the ERIC abstracts in numerical order; and a subject index.

^{*}Formerly *Research in Education*

The terms used in conducting the computer search of the ERIC data base for the purpose of compiling this bibliography were BILINGUALISM or BILINGUAL EDUCATION coordinated with MEXICAN AMERICANS or AMERICAN INDIANS. Unless otherwise indicated, documents cited may be read in their entirety at any ERIC microfiche collection. These collections are now located in nearly 600 institutional and professional libraries throughout the United States and abroad. A directory of collections is available from ERIC/CLL or ERIC/CRESS. Copies of papers may also be purchased from the ERIC Document Reproduction Service (EDRS). Materials are available either in microfiche, a 4 x 6 inch card of film containing up to 96 pages of text and requiring a microfiche reader, or in "hard copy," which is a xerox copy of the original document. For the convenience of the user, an EDRS order form and price list are appended to the bibliography. The present publication is also available from EDRS. (See RIE for ordering information and ED number.)

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to the Linguistic Society of America for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either the Linguistic Society of America or the National Institute of Education.

The handbook may be duplicated in whole or in part, whenever such duplication is in the interest of bettering education.

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A SELECTED BIBLIOGRAPHY ON MEXICAN AND NATIVE
AMERICAN BILINGUAL EDUCATION IN THE SOUTHWEST

Introduction

On January 2, 1968, the Bilingual Education Act (BEA) was passed as Title VII of the Elementary and Secondary Education Act of 1965, marking a new stage in the education of children from cultural and ethnic minorities.

The prominence of the English language and of Anglo culture and society serves to obscure the linguistic and cultural pluralism which exists in the United States. In the sixteenth and seventeenth centuries, America was colonized by British, Spanish, French, Russian, Dutch, and German settlers who conquered and displaced the original inhabitants, the various Indian tribes. Since Independence, there has been a continuous flow of immigration into the country, with two clearly marked periods of mass immigration: (1) from the mid 1800's to the onset of World War I, mainly from Europe; and (2) following World War II, primarily from Latin America. While it is a fact that many groups have been almost completely assimilated into mainstream society, many others have endeavored to preserve their ethnic and cultural identity. This is particularly true of American Indians and native Spanish Americans for whom there was no element of choice involved. An alien language and culture were imposed on them, in the majority of cases forcibly. For many of these people integration meant loss of cultural values and self-identity.

Unfortunately, for a long time the prevalent practice among educators was to ignore linguistic and cultural differences or treat them as deficiencies or barriers to learning and educational success. Little or no effort was made by the schools to build upon what the child had already learned at home. The purpose of most educational programs was to eradicate minority culture and replace it by the values and beliefs of Anglo society.

There were some exceptions, however, to this policy. Prior to World War I several bilingual programs were established in different areas of the United States including German schools in Cincinnati, Indianapolis, Baltimore and Minnesota; French schools in Louisiana and later in New England; Scandinavian and Dutch schools in the Midwest; and, beginning in 1898, Spanish schools in New Mexico. The increased nationalism following World War I brought with it a distrust of everything "foreign," and the policy of "English only" was implemented.

By the 1960's the trend had changed, and bilingual schooling was reinstated in several areas of the country. The Dade County (Florida) schools started

a completely bilingual program for Grades 1-3 at Coral Way School, Miami in 1963. Two programs were launched in Texas in 1964, one in the Consolidated Independent School District in Webb County, and the other in the San Antonio Independent School District. In 1965 bilingual programs were begun in Pecos, New Mexico and Edinburg, Texas. In 1966 programs were initiated in the Harlandale Independent School District of San Antonio, in Del Rio, and in Zapata, Texas; in Calexico and Marysville, California; and in Rough Rock, Arizona. Additional programs were introduced in 1967 in Las Cruces, New Mexico; Hoboken, New Jersey; Corpus Christi and Del Valle, Texas; and St. Croix, Virgin Islands. With the exception of the Navajo/English program at the Rough Rock Demonstration School, all of the programs were Spanish/English.

Since the passage of the BEA the interest in bilingual/bicultural education has greatly increased, and a number of new programs have been started. The majority of these are found in the Southwest and in large urban centers on the East and West coasts.

Government Action

In recent years the federal government, partly as a result of Congressional action, has exhibited increasing concern for the education of this country's minorities; certain agencies within this structure have been established to oversee these areas for specific groups. In regard to the particular concerns of this monograph, two groups, Native Americans and Mexican Americans, are particularly important.

The role of the Bureau of Indian Affairs in Native American education is defined in a speech delivered at the National Indian Education Conference (ED 075 130). A booklet entitled "Indian Education: Steps to Progress in the 70s" is available to further acquaint the reader with the federal education programs now serving these students (ED 081 537). Additionally, the U. S. Office of Education (OE) has initiated certain actions in response to OE's 1971 Indian Education Task Force, among which has been the creation of an Office of Indian Education. Concern for the quality and content of the curriculum for all American Indian youth led to the National Study of American Indian Education whose findings are available in its final report (ED 046 602). These and other steps may be reviewed in ED 060 995.

With respect to the education of Mexican Americans, the U.S. Commission on Civil Rights has documented in several probing reports the denial of equal opportunities to this group in the present educational system which has forced Anglo conformity through ethnic isolation (ED 062 069, ED 071 803). Further discussion of related problems can be found in the proceedings of hearings on Mexican American education held before the Senate Select Committee on Equal Educational Opportunity in August 1970 (ED 052 877).

Rationale for Bilingual/Bicultural Education

The rationale for bilingual/bicultural education is based on social, psychological, and cultural factors (ED 047 869, ED 082 584). The first contact that many children have with mainstream society occurs when they enter school.

Often the environment is completely foreign to them. Cultural conflict almost inevitably occurs (ED 054 669). The strangeness of the new environment coupled with the contrast between it and the home environment may instill in the child a low self-image and loss of self-confidence. The child is not only prevented from achieving a comfortable relationship with his teachers and the school system in general, but irreparable psychological damage may be done to him. He may begin to regard himself as inferior to the rest of his classmates, a second-class citizen in effect. Very often the differences between school and home environments make the child feel that he must reject one of them and adhere to the values of the other. In some cases the child resolves the conflict by staying out of school and disengaging himself from his only contact with mainstream society. In other cases the conflict is resolved by the child's rejecting his own cultural heritage and regarding his home and social environment as inferior or deficient.

A bilingual/bicultural program, on the other hand, helps effect an easier transition into school life and helps minimize the child's culture shock by decreasing the gap existing between home and school. The school builds upon the learning that was begun at home. Curricula are organized to take into account culturally determined modes of behavior, and materials are presented in the form in which they will be most readily absorbed. The child achieves a more positive self-image and no longer feels alienated. He can retain pride in his heritage and is motivated by a sense of dignity and self-worth.

It has become an axiom of educational programming that children should be taught in their native language during the early school years. Since the mother tongue is the medium through which initial learning has taken place, it is assumed that it is therefore the best instrument for formal education. If the child is taught in a language not his own, language learning interrupts the acquisition of concepts needed for normal cognitive development. His progress in school may be retarded until he has acquired functional competence in the other language. By that time he may be far behind his fellow students who have not had to learn a second language. This in turn may lead to the child's being placed in special or slower classes, or even being labelled mentally retarded or learning disabled. Under such circumstances, the child is not given a chance to develop his full potential.

Bilingual/bicultural programs provide the conditions needed for the affective and cognitive development of the child. This is a very powerful reason for favoring the implementation of such programs. On the other hand, there is no evidence to support the major argument presented against bilingual education, namely, that if the child is taught in a language other than English, he will never acquire proficiency in English. This is not the case. If the second language is introduced early enough, the child will learn it, acquiring it with native-like proficiency.

Recent research reports demonstrate that, contrary to popular opinion, bilingualism per se is not detrimental to the development of the non-dominant language when socio-environmental factors are controlled or considered (ED 086 031). In fact, the influence of bilingual education on language skills has been meritorious. The spelling skills of Mexican American children are examined in one such supportive study (ED 082 907). Children

five to eight years old acquiring Spanish and English in a bilingual setting observed in another study appear to develop morphological systems in a manner parallel to children who are monolingual in each language (ED 082 184). On a semantic level, the difficulties involved in learning patterns of semantic categories, vocabulary, idioms, and figures of speech underscore the need for a bilingual education approach that includes contrastive analyses of the two language systems involved (ED 060 749, ED 044 051, ED 050 882, ED 073 879).

Bilingual Education in the Southwest

Linguistic and Cultural Diversity

The Southwest, in most studies concerned with bilingual education, comprises the states of Texas, New Mexico, Arizona, Colorado, and California. The population of the area can be placed into one of three general categories: Native Americans, Anglo Americans, and Mexican Americans.

Native Americans. Although the Indian population is one of the most rapidly growing groups in the United States, many of the indigenous languages have died out or are in the process of doing so. The principal indigenous languages spoken in the Southwest are Navajo (100,000--Arizona, New Mexico, Colorado); Papago (11,000--Arizona); Apache languages (10 to 14,000--Arizona, New Mexico); Keres (7,000--New Mexico pueblos); Hopi (4,800--Northeastern Arizona); Yuma (3,900--Arizona, California); Zuni (3,500--Western New Mexico); Tiwa (3,000--New Mexico); Yaqui (3,000--Arizona). Other languages spoken in the area (Tewa, Pima, Towa) have under 3,000 speakers. It should be emphasized that many of these languages are as different from one another as English and Chinese, and that the cultures of their speakers are equally historically diverse, ranging from settled agriculturalists to hunting and gathering nomads.

Mexican Americans. The Mexican American population of the Southwest may be subclassified into two large groups: Mexican Americans native to the Southwest (many of them of Indian descent) and recent immigrants from Mexico (ED 080 224). Cutting across this classification is a third group which has special needs and poses specific problems for education: the migrant population. Some of the documents in this bibliography are concerned with the culture and background of the Chicano migrant child and with the problems he encounters upon entering school (ED 072 900, ED 080 241, ED 053 812). The Texas Migrant Labor Annual Reports for 1971 and 1972 deal with the work of the Good Neighbor Commission of Texas, whose job it is to coordinate federal, state, and local government programs for improving working and living conditions of Texas migrant farm workers (ED 070 555, ED 079 009). See also ED 065 262 and ED 045 235 for programs carried out by other agencies.

Several anthropological and sociological studies included in the bibliography concern themselves with the cultural pluralism of the Southwest (ED 067 194), languages spoken (ED 077 296), emerging forms of literature (ED 058 808, ED 065 255), history of the people (ED 080 224), and cultural differences from the rest of the United States. Also included are documents dealing with the increasing political involvement of minorities, their awareness of their social conditions, and demands for equal rights (ED 062 054, ED 042 829,

ED 085 128). A large number of papers discuss the failure of the educational system to recognize the special needs of minority children with the resultant lack of achievement and high dropout rates among these students (ED 049 841, ED 066 288, ED 072 164, ED 076 294, ED 085 128, ED 061 789). Also among the papers are accounts of legal action concerning the civil rights of minority students (ED 087 584), which led to the enforcement of school desegregation in the Southwest (ED 058 983). A variety of topics relating to the linguistic and cultural diversity of the Southwest are touched upon in ED 082 564, which includes papers on Spanish, Navajo, Papago, Tiwa, and Yaqui, language development in bilingual children, problems of linguistic interference, and issues in bilingual/bicultural education for both Native Americans and Mexican Americans. Other documents in the present bibliography provide sociolinguistic descriptions of the languages spoken in the area (ED 056 590) and analyses of the social functions of language in bilingual communities (ED 071 784, ED 044 675, ED 053 852).

Definition of Bilingualism

One of the first problems encountered by educators planning a bilingual program is to define what is meant by bilingualism and to determine the extent of bilingualism in a community (ED 049 876, ED 082 584, ED 058 971). Some definitions have stressed knowledge of two languages without paying attention to the issue of how and when each of the languages is used or indeed whether it is used at all for communication purposes. Other definitions have stressed usage as the crucial question without being concerned with degree of proficiency in each language. Obviously, bilingual program planners must take both proficiency and usage into account.

Bilinguals may be placed on a continuous scale of degree of bilingualism depending on their proficiency in each language. This proficiency may involve at one end of the scale the most rudimentary knowledge of one of the languages and, at the other, total mastery of both. On another plane, usage of one of the languages may be restricted to certain limited functions, social events, or topics, or both languages may be almost completely interchangeable in most social settings. The meaning of bilingual will vary from group to group depending on the social uses of and attitudes toward the various languages involved. Educators should have at their disposal a sociolinguistic description of (1) the various languages and dialects spoken in an area, (2) the attitude of the speakers toward their native language and the second language spoken in the area, and (3) the range of the language usage norms in the community.

Language Attitudes

Essential to the success of any educational program is the positive attitude of those who are to participate in or support the project in question. In bilingual education the basic issue is one of perceiving difference not as predetermined deficit but simply as difference. In the present collection there are many documents dealing with this all-important facet. Some provide means to ascertain the position participants currently hold toward bilingual education, such as a Parent Questionnaire on Bilingual Education (ED 058 803) or a study of the attitudes of parents in Albuquerque's Public School bilingual programs (ED 070 550). Although reinforcement at home is

of great importance, teacher linguistic and cultural sensitivity must constantly be assessed and sharpened (ED 084 073, ED 054 071) as must the developing self-concepts of the students in these areas, if the program is to be considered tenable (ED 053 195, ED 080 253, ED 065 208).

In the domain of attitudes, however, one of the ultimate measures of success are the visible effects on the attitudes of students participating in bilingual/bicultural education as opposed to a monolingual program. Interethnic group attitudes developed by children in the former setting are compared with those of students in an educational situation where only English is used in ED 076 278 and ED 078 992. One study found statistically significant differences in both cognitive achievement and self-concepts for two ninth-grade Mexican American groups, one of which was enrolled in a bilingual program, the other in a regular curriculum (ED 079 671). Another culturally supportive program, ARIBA, involving 90 pre-delinquent Chicano youths provides support for the premise that lower academic standing and delinquent behavior are two salient results of cultural and linguistic isolation (ED 075 136).

Educational Materials

Vital to the development and implementation of any curriculum are the parallel development and availability of applicable materials. In bilingual education this covers a broad spectrum of needs from a human relations guide for teachers of linguistic minorities (ED 066 417) to a listing of Spanish/English audiovisual aids for use in the classroom (ED 044 948).

In response to the educational success of the "Sesame Street" television approach to education, "Carrascolendas" was created for bilingual Spanish/English children, grades K-2. Several studies have been made evaluating its positive effects on viewers' attitudes, gains in academic areas, and increased language skills (ED 062 367, ED 066 048, ED 066 058, ED 078 679, ED 082 498).

Resource manuals include cultural, sociological, and linguistic information on the Mexican American minority--elements crucial to understanding and promoting a well-grounded bilingual program--along with supplementary activities for content areas of the curriculum (ED 070 552, ED 063 808). Among the resource materials available for the preparation of more effective and meaningful reading instruction are a history and culture of the Chicano (ED 081 516, ED 085 166); a Spanish phonetic reading program for beginners (ED 072 693); a history and descriptive analysis of "Puedo Leer/I Can Read," an initial reading project (ED 071 525); and a model for instruction of English composition to Mexican American bilinguals (ED 078 714).

Six teachers' guides (ED 083 853-58) to be used in conjunction with the Senda textbooks are included with the materials presented, as are six issues of *Materiales en Marcha*, a newsletter designed to promote the cause of bilingual/bicultural education (ED 074 851, ED 073 726, ED 077 294, ED 077 299, ED 084 914, ED 082 581).

Among the materials available for the Native American bilingual are three teacher-aide guides, one focusing on the needs of Choctaw children

(ED 054 902) and the other two specifically concerned with the Navajo curriculum and educator (ED 059 766, ED 049 844). A fourth document describes the Standing Rock Sioux Tribal Library study in which the informational needs of the reservation are assessed and a model is proposed for meeting those needs (ED 066 191). A curriculum guide for schools developing their own curriculum is offered for Indian children of kindergarten age (ED 065 236).

Bilingual/Bicultural Programs (Title VII of the ESEA)

The Bilingual Education Act (Title VII of the Elementary and Secondary Education Act) (ED 073 866) was designed to meet the needs of children from low-income families where the dominant language is not English. The programs funded under Title VII are conducted in the language of the child and English. The programs are also designed to include the study of the history and culture associated with both languages in order to maintain the child's self-identity and self-esteem. Under Title VII are also included programs that would establish closer links between the school and the homes of bilingual children, bilingual adult education programs, special bilingual programs for dropouts or potential dropouts (ED 065 209) and bilingual education programs conducted by accredited vocational, technical, or trade schools (ED 062 986). The basic goal of the Bilingual Education Act is to enable children from a non-English-speaking environment to progress through elementary and secondary school at the same rate and with as high a level of achievement as children from English-speaking homes.

Descriptions and evaluations of a large number of the programs funded by Title VII are included in this bibliography. The bulk of these are aimed at children in primary and secondary school, but a number concern themselves with other populations. ED 080 186 examines current pre-school programs in terms of design and research findings for six experimental studies and in terms of curriculum development and implementation for 17 non-experimental programs. ED 060 397 presents an overview of research findings on bilingual pre-school children and programs. Programs under Title VII emphasize active parental involvement with the schools and with their children's education. In this respect we mention the Dame School Project (Bilingual Pre-school Project, Santa Clara County, California, ED 046 514, ED 067 182) which included an "at-home" teaching component involving the training of women from the community as home teachers and the training of mothers to improve their teaching techniques. Other special programs mentioned in the abstracts are a bilingual day-care program (ED 051 891) and a bilingual secretarial/clerical program at Santa Ana College, California (ED 062 986).

The emphasis of the regular bilingual/bicultural school programs seems to be equally divided between the development of curricula and materials and teacher training. Also stressed in several of the projects is the importance of establishing closer links between home and school. The Rough Rock Demonstration School was the first bilingual program established for the Navajo. ED 047 347 evaluates the success of the school in achieving its objectives. Another project in Arizona was carried out in three Phoenix schools (ED 057 973, ED 082 870); its objective was to develop a small group approach to bilingual education.

ED 057 661 reviews existing bilingual education programs in California. Included in the abstracts in this bibliography are reports and evaluations of several of these. Project Frontier, San Diego County (ED 053 587) is developing a K-12 bilingual curriculum. The Rowland Bilingual/Bicultural Education project (ED 064 015) included the development of a corps of educational volunteers and resource persons drawn from parents and other members of the community. Project ABRAZO, San Jose Unified School District (ED 065 212, ED 053 849) studied the self-concept of Mexican American youngsters in grades K through 6 and strategies designed to contribute to this. Other projects include Riverside County (ED 064 018); the San Francisco Spanish/English bilingual/bicultural program (ED 068 222); and the Compton Bilingual Plan (ED 060 705, ED 054 672, ED 072 676).

A number of the abstracts report on programs in New Mexico. The Trilingual Program at San Juan Elementary School (ED 069 447) includes teaching oral and written Tewa in Grades 1 through 6. The emphasis of this program, however, is not on language maintenance, since the amount of Tewa taught decreases with grade level. The Grants Bilingual Education Project (ED 043 418, ED 068 242) uses English, Spanish, Navajo, and Keresan. A third program is REPSAC (Responsive Environment Program for Spanish American Children, ED 068 219) designed to meet the special needs of "high risk" bilingual children selected on the basis of various language handicaps, perceptual and motor problems, and educational deprivation. Other abstracts include evaluation reports for the Las Cruces program (ED 052 855) and the South-eastern New Mexico Bilingual Education Program (ED 081 548, ED 081 549, ED 081 527).

A great number of bilingual/bicultural programs are in operation in Texas, some of which antedate the passage of the BEA. The present bibliography contains abstracts of evaluation reports for the following programs: Harlandale and San Marcos (ED 055 686, ED 071 795, ED 078 973, ED 081 553-7); the United Consolidated School District, Webb County, (ED 075 106); Lubbock (ED 065 213, ED 065 216); Region I, Edinburg (ED 051 955, ED 068 243, ED 086 424); Region XIII, Austin (ED 065 221); Colorado City (ED 064 022); Project PESO in West Texas (ED 064 010); and Project HABLA in Abernathy (ED 065 209).

English as a Second Language

Title I of the ESEA provides financial assistance to school districts to meet the needs of educationally disadvantaged children and raise their academic achievement to levels normal for their age. A special provision under Title I is for the teaching of English as a second language. The ESL component is also an important part of programs under Title VII (ED 064 603). Under Title I however, English is taught only for a few hours a day and is not accompanied by an all-encompassing program of bilingual education. Moreover, these programs do not necessarily involve the teaching of subjects relating to the history and culture of the students in ESL classes. ED 056 795 is a report of the final evaluation of Title I projects operated by the Bureau of Indian Affairs in Phoenix, Arizona during fiscal 1971 (see also ED 044 192). Other projects under Title I are a program of professional in-service education at the Gila River Pima-Maricopa Reservation, Arizona (ED 046 591) and the case study of the Bilingual Program at Tucumcari, New Mexico (ED 084 058).

Other papers in the bibliography are concerned with different methodologies that can be adopted by ESL classes, including the utilization of various literary genres such as fables or folk-tales as a stimulus for oral and written activities in English (ED 042 748); a project called "Listening" aimed at increasing comprehension in children learning English as a second language (ED 061 807); and an evaluation of the ROCK ESL program which deemphasizes phonological drill while concentrating on the internalization of syntactic structures (ED 075 504, ED 078 071). The ESL program which is part of the Cuauhtemoc bilingual school project teaches English to Spanish pre-schoolers at home (ED 082 820). Project STEP-UP (ED 064 603) is designed to meet the needs of educationally disadvantaged Mexican adults and includes a varied methodological approach based on life skills, problem solving, programmed instruction, and learning laboratories.

A group of papers deal with English language instruction for American Indians. An overview is given of official policy toward tribal languages and how it has varied over the years (ED 053 603). Included are reports of conferences and collections of readings on American Indian education and teaching English to American Indians (ED 049 883, ED 076 067, ED 045 980).

Project Evaluation

The bulk of the documents referring to ongoing programs are evaluation reports carried out after the first, second, or third year of operation. Evaluation is often based on student performance as assessed by various standardized tests such as the Peabody Picture Vocabulary Test given in both English and Spanish, the Self-Image Test, the Otis-Lennon Mental Ability Test, the Goodenough Draw-a-Man Test, and the California Test of Basic Skills. ED 087 818 contains an annotated alphabetical listing of tests suitable for evaluating bilingual/bicultural programs.

There are various problems involved with the use of standardized tests with bilingual/bicultural students. A number of tests have been found to be unwittingly biased against minority children. ED 077 977 discusses the problems presented by tests and presents general guidelines for testing the intelligence of bilingual/bicultural children.

The performance of these children on the tests affects the extent to which the program as a whole is considered successful or not. In this respect Project BEST, at Hunter College in New York City, is engaged in a systematic appraisal of the evaluation component of each of the existing bilingual/bicultural programs (ED 072 698, ED 072 701, ED 072 703-4, ED 072 708-12, ED 072 714, ED 072 716, ED 074 856, ED 074 870, ED 074 872, ED 074 874-5, ED 074 877, ED 074 879, ED 074 880, ED 074 882, ED 078 704-5, ED 080 016, ED 080 018-9, ED 080 021-7).

Reading

Inferior reading ability and lower academic achievement are frequently seen in a cause and effect relationship; this is a particular problem in the case of the bilingual student taught to read in a language other than his native tongue. Some documents in this collection examine the problem and/or offer possible solutions.

A position paper on the assessment and relative effects of reading programs in English for Mexican Americans offers a literature search of current research in these areas (ED 061 000). One type of alternative is proposed in a project called "Initial Reading in Spanish for Bilinguals," in which Spanish-speaking children are instructed first in their native language, with the switch to English made after reading skills have been developed. The teaching methodologies used and the general results of this project are reported in ED 061 813.

Prominent among available information on Native American reading and literacy projects are the Navajo Reading Study Progress Reports (ED 068 227, ED 068 228, ED 069 461, ED 078 715). In the reports, literacy levels for Navajo children are measured, Navajo language reading materials are evaluated, and a proposal for a Navajo bilingual education program is offered. "Teaching Reading to the American Indian" (ED 075 799) presents an ethnographic examination of the Indian child in the classroom. It stresses his basic non-competitiveness and the subsequent adjustments required in the learning setting if he is to be successful. In this regard ED 055 698 proposes motivational techniques and activities that can be used in teaching reading to the Navajo child.

Bibliographies

Numerous bibliographies have been compiled dealing in general with bilingual education (ED 047 853, ED 059 818, ED 081 280), while others focus on one minority group and its specific concerns. The purpose of each is to provide access to the most recent research and developments in the various areas of interest. Some document the proceedings of conferences on bilingualism from a linguistic or sociocultural perspective (ED 043 885, ED 086 409) or from the viewpoint of equal educational opportunity (ED 078 116). Issues relevant to bilingual/bicultural education for teachers and their training in an integrated setting are reported (ED 046 941) as is a listing of available materials and the information needed to acquire them (ED 086 429). Also of great interest are the possible modifications of the curriculum that can be made in light of the current knowledge of the multi-ethnic classroom (ED 062 469).

Among those listings relevant to Native Americans in particular is a two-part bibliography (ED 044 213, ED 058 980) containing abstracts of almost 400 documents cited in *Research in Education* from September 1969 through June 1971 and nearly 200 citations (indexed by ERIC descriptors) which have appeared in *Current Index to Journals in Education*. Highlighting the Native American student, his background, academic needs, and possible curriculum development, is a bibliography of over 200 entries with abstracts of ERIC documents (ED 053 614).

In order to give greater national recognition to the need for bilingual education for children from non-English-speaking homes, the National Conference on Bilingual Education was held in April 1972 (ED 080 282). Pinpointing the early educational needs of the Mexican American child and the need for changes in this area are two other conference reports (ED 082 819, ED 063 988). With the advent of many new programs and research projects in the area of bilingual education under ESEA Title I, over 700 doctoral dissertations have been written exploring Mexican American minority youth and

are now available indexed in abstracted form by title (ED 076 714). Finally, there is a four-part bibliography similar to the one mentioned for Native Americans which focuses on Mexican American education with nearly 700 citations and abstracts from *Research in Education* (June 1969-March 1973) and 340 citations which appeared in *Current Index to Journals in Education* from January 1969 to March 1973 (ED 048 961, ED 065 217, ED 082 881, ED 087 599).

PART I: CITATIONS FROM

RESOURCES IN EDUCATION

ACCESSION NUMBER: ED042548

BEST COPY AVAILABLE

PUBLICATION DATE: MAY 69

TITLE: A BIBLIOGRAPHY OF STUDIES CONCERNING THE
SPANISH-SPEAKING POPULATION OF THE AMERICAN SOUTHWEST.
MUSEUM OF ANTHROPOLOGY MISCELLANEOUS SERIES, NO. 4.

PERSONAL AUTHOR: MICKEY, BARBARA H.

DESCRIPTOR: *ANTHROPOLOGY; *BIBLIOGRAPHIES; *BILINGUALISM;
BOOKS; DEMOGRAPHY; DOCTORAL THESES; MASTERS THESES; *MEXICAN
AMERICANS; PERIODICALS; SOCIOLOGY; *SPANISH SPEAKING

IDENTIFIER: *SOUTHWEST

DESCRIPTIVE NOTE: 43P.

THE PURPOSE OF THIS BIBLIOGRAPHY IS TO GATHER REFERENCES
USEFUL TO AN ANTHROPOLOGICAL STUDY OF THE SPANISH-SPEAKING
POPULATION OF THE AMERICAN SOUTHWEST. RELATIVELY FEW OF THE
BOOKS AND ARTICLES LISTED ARE ETHNOGRAPHIC IN NATURE. MANY
REPORT SOCIOLOGICAL STUDIES EMPHASIZING SOCIOLOGICAL
PROBLEMS, INTERPRETATIONS, AND TECHNIQUES. MANY ARE
CONCERNED WITH THE PROBLEM OF THE CHILD IN THE CLASSROOM;
THESE EMPHASIZE THE PROBLEMS OF LANGUAGE DEFICIENCY AND
BILINGUALISM. THE DOCUMENT CONTAINS 544 ENTRIES WHICH RANGE
FROM BOOKS RESULTING FROM LONG-TERM RESEARCH TO POPULAR
JOURNAL ARTICLES; FROM TRAVEL ACCOUNTS TO DOCTORAL
DISSERTATIONS. PUBLICATION DATES OF ENTRIES RANGE FROM 1888
TO 1968. (EL)

AVAILABILITY: COLORADO STATE COLLEGE, MUSEUM OF
ANTHROPOLOGY, GREELEY, COLORADO 80631 (\$0.50)

ACCESSION NUMBER: ED042748

PUBLICATION DATE: APR 70

TITLE: RAISING THE ENGLISH LANGUAGE PROFICIENCY OF MEXICAN AMERICAN CHILDREN IN THE PRIMARY GRADES.

PERSONAL AUTHOR: WASSERMAN, SUSAN

DESCRIPTOR: BILINGUAL EDUCATION; COMPOSITION SKILLS (LITERARY); DISADVANTAGED YOUTH; *ENGLISH (SECOND LANGUAGE); ENGLISH PROGRAMS; FABLES; FOLKLORE BOOKS; GROUP ACTIVITIES; *LANGUAGE DEVELOPMENT; LANGUAGE HANDICAPS; *LANGUAGE PROFICIENCY; LITERATURE; *MEXICAN AMERICANS; ORAL COMMUNICATION; *PRIMARY EDUCATION

DESCRIPTIVE NOTE: 6P.

BILINGUAL EDUCATION PROJECTS UTILIZING VARIOUS LITERARY GENRES--FABLES, FOLK, AND ANIMAL TALES--AS THE STIMULI FOR WRITTEN AND ORAL ENGLISH ACTIVITIES HAVE AIDED MEXICAN-AMERICAN CHILDREN IN OVERCOMING ENGLISH LANGUAGE HANDICAPS. DURING THE THREE SUMMERS SUCH AN ENGLISH PROGRAM WAS UNDERTAKEN WITH CHILDREN FROM A MEXICAN-AMERICAN DISADVANTAGED AREA, IT WAS OBSERVED THAT (1) THESE CHILDREN NEED MANY ORAL AND WRITTEN LANGUAGE EXPERIENCES; (2) A FLEXIBLE, CREATIVE CLIMATE WITHIN A STRUCTURED LANGUAGE PROGRAM PRODUCES MAXIMUM LEARNING; (3) LITERATURE PROVIDES AN APPEALING BASIS ON WHICH CHILDREN CAN BUILD THEIR UNDERSTANDING OF THE LANGUAGE; (4) ORAL-AURAL OPPORTUNITIES HELP CHILDREN TO INTERNALIZE THE ENGLISH LANGUAGE; AND (5) CHILDREN'S READY RECOGNITION OF STORY STRUCTURE STIMULATES THEIR IMPROVISATIONS WHICH INCREASE THEIR COMMUNICATION SKILLS. (JMC)

JOURNAL CITATION: CALIFORNIA ENGLISH JOURNAL; V6 N2 P22-7
APR 1970

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ACCESSION NUMBER: ED042829

PUBLICATION DATE: JUN 69

TITLE: BROWNS IN ANGER: THE OVERLOOKED MINORITY.

PERSONAL AUTHOR: LARA-BRAUD, JORGE

DESCRIPTOR: BILINGUAL EDUCATION; *CIVIL DISOBEDIENCE;
COLLECTIVE BARGAINING; CULTURE CONFLICT; EDUCATIONAL
DISADVANTAGEMENT; EMPLOYMENT PRACTICES; EMPLOYMENT
QUALIFICATIONS; *EQUAL OPPORTUNITIES (JOBS); GOVERNMENT
ROLE; LEGAL PROBLEMS; *MEXICAN AMERICANS; MIGRANT WORKERS;
POLICE COMMUNITY RELATIONSHIP; PUBLIC OFFICIALS; *RACE
RELATIONS; *SELF CONCEPT; UNIONS; WAGES

DESCRIPTIVE NOTE: 10P.; SPEECH GIVEN BEFORE THE PUBLIC
AFFAIRS COUNCIL, WASHINGTON, D.C., JUNE 5, 1969

THIS SPEECH ADVOCATES THAT MEXICAN-AMERICANS MUST UNDERGO A
PROCESS OF RADICALIZATION TO ATTEMPT TO TRANSFER ANGER FROM
DEEDS TO WORDS. THIS MINORITY IS LOSING FAITH IN SPEECH AS A
MEANS OF REDRESS, BUT CORRECTIVE MEASURES SHOULD COME
THROUGH DIALOGUE AND NOT COLLISION. FEW MEXICAN AMERICANS
DESIGNATED THEMSELVES "BROWNS" A YEAR AGO--BUT IT IS NOW
NECESSARY, GIVEN THE GROWING BLACK-WHITE POLARIZATION. THIS
AFFIRMS THE MEXICAN-AMERICAN SELF-IDENTITY. BROWNS
CONSTITUTE THE SECOND LARGEST AND MOST DESTITUTE MINORITY,
YET THEY RETAIN FAITH IN AND PATRIOTISM TOWARD AMERICA. LACK
OF COLLECTIVE BARGAINING AND "GREEN CARD" PRACTICES MAINTAIN
AN OVERSUPPLY OF UNSKILLED LABOR AND DEPRESSED WAGES. BROWN
EDUCATION IS A DISASTER AREA. JUSTICE IS ARBITRARY, AND
POLICE SEEM TO BE WAGING UNDECLARED WAR IN BROWN
COMMUNITIES. EQUAL OPPORTUNITY IN EMPLOYMENT IS A HOAX TO A
PEOPLE DENIED THE BASIC RIGHTS OF COLLECTIVE BARGAINING,
EDUCATION, AND JUSTICE. THE AUTHOR SAYS THE SITUATION CAN
LEAD TO ANARCHY; WITHOUT THE PROTECTION OF THE RIGHTS OF
MINORITIES, THE MAJORITY FLIRTS WITH ITS OWN EVENTUAL
DEMISE. (AUTHOR/DM)

ACCESSION NUMBER: ED042999

PUBLICATION DATE: DEC 66

TITLE: BILINGUAL READINESS IN PRIMARY GRADES; AN EARLY CHILDHOOD DEMONSTRATION PROJECT.

PERSONAL AUTHOR: KING, PAUL E.

DESCRIPTORS: ACCULTURATION; *BILINGUAL EDUCATION; BILINGUAL STUDENTS; BILINGUAL TEACHERS; *DEMONSTRATION PROJECTS; *EARLY CHILDHOOD EDUCATION; EDUCATIONAL TECHNOLOGY; *ENGLISH (SECOND LANGUAGE); INTERCULTURAL PROGRAMS; LEARNING READINESS; NEGRO STUDENTS; PARENT ATTITUDES; PRIMARY EDUCATION; RACIAL COMPOSITION; SPANISH SPEAKING; STORY READING

DESCRIPTIVE NOTE: 144P.

THE DUAL OBJECTIVE OF THIS DEMONSTRATION PROJECT WAS TO SHOW "HOW THE REALITY OF TWO OR MORE LANGUAGE AND ETHNIC GROUPS PRESENT WITHIN ONE INTEGRATED CLASSROOM COULD BE UTILIZED TO DEVELOP (1) BILINGUAL READINESS IN BOTH ENGLISH-SPEAKING AND SPANISH-SPEAKING CHILDREN, AND (2) POSITIVE ATTITUDES TOWARD AND RESPECT FOR ONE'S OWN NATIVE LANGUAGE AND CULTURE AS WELL AS THE LANGUAGE AND CULTURE OF OTHER GROUPS BY THE CHILDREN OF ALL BACKGROUNDS, BY SCHOOL PERSONNEL, BY PARENTS, AND OTHER COMMUNITY GROUPS." THE MAJOR ETHNIC/RACIAL POPULATIONS OF THE THREE PARTICIPATING NEW YORK CITY PUBLIC SCHOOLS CONSISTED OF SPANISH-SPEAKING CHILDREN OF PUERTO RICAN AND CENTRAL AND SOUTH AMERICAN BACKGROUNDS, AND ENGLISH-SPEAKING NEGRO AND WHITE CHILDREN. A TOTAL OF 15 KINDERGARTEN AND FOUR FIRST-GRADE CLASSES PARTICIPATED IN THE PROGRAM, WHICH WAS CONDUCTED BY A BILINGUAL TEACHER SPECIALIST FOR APPROXIMATELY 15 MINUTES PER DAY THROUGHOUT THE 1964-65 AND 1965-66 SCHOOL YEARS. DESPITE "HORIZONTAL DIFFERENCES IN BACKGROUND" AND "VERTICAL DIFFERENCES IN EXPERIENCE AND PERSONALITY," THE KINDERGARTEN CHILDREN APPEARED "UNUSUALLY READY" FOR A PROGRAM MATCHING THEIR STAGE OF DEVELOPMENT AND MATURITY. THIS REPORT CONSISTS OF AN OUTLINE OF THE RATIONALE AND OBJECTIVES OF THE PROJECT; A DISCUSSION OF THE METHODS, RESULTS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS; AND RELATED CORRESPONDENCE. (AMM)

AVAILABILITY: AUTHOR, 78 E PALISADE AVENUE, ENGLEWOOD, N.J. 07631

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ACCESSION NUMBER: ED043007

PUBLICATION DATE: SEP 70

TITLE: A SOCIOLINGUISTIC APPROACH TO BILINGUAL EDUCATION.
THE MEASUREMENT OF LANGUAGE USE AND ATTITUDES TOWARD
LANGUAGE IN SCHOOL AND COMMUNITY, WITH SPECIAL REFERENCE TO
THE MEXICAN AMERICAN COMMUNITY OF REDWOOD CITY, CALIFORNIA.

PERSONAL AUTHOR: COHEN, ANDREW D.

DESCRIPTOR: *BILINGUAL EDUCATION; BILINGUALISM; BILINGUAL
STUDENTS; CHILD LANGUAGE; *COMMUNITY ATTITUDES; DEMOGRAPHY;
*ELEMENTARY GRADES; INTERFERENCE (LANGUAGE LEARNING);
LANGUAGE PROFICIENCY; LANGUAGE RESEARCH; LANGUAGE USAGE;
*MEXICAN AMERICANS; QUESTIONNAIRES; SCHOOL ATTITUDES;
*SOCIOLINGUISTICS

DESCRIPTIVE NOTE: 66P.

THIS PAPER ATTEMPTS TO PLACE BILINGUAL SCHOOLING IN A SOCIOLINGUISTIC CONTEXT BY RELATING LANGUAGE USE IN SCHOOL TO LANGUAGE USE IN THE COMMUNITY. THE CITY TREATED HERE, REDWOOD CITY, CALIFORNIA, HAS A GROWING MEXICAN AMERICAN POPULATION AND WAS ONE OF THE 23 CALIFORNIA CITIES SELECTED FOR BILINGUAL SCHOOLING THROUGH TITLE VII; PROGRAMS WERE INITIATED DURING THE 1969-1970 SCHOOL YEAR. CHAPTER I, "THE SOCIOLINGUISTIC DESCRIPTION OF A BILINGUAL COMMUNITY" TRACES THE HISTORY OF THE MEXICAN AMERICAN COMMUNITY IN REDWOOD CITY, AND DISCUSSES MODELS FOR DEALING WITH BILINGUAL COMMUNITIES AND THEIR APPLICABILITY TO THE REDWOOD CITY SITUATION. CHAPTER II, "THE MEASUREMENT OF ORAL LANGUAGE PROFICIENCY OF BILINGUALS" REVIEWS THE LITERATURE ON DISCRETE-POINT AND OVERALL SKILLS OF ORAL PROFICIENCY FOR YOUNG BILINGUALS AND PRESENTS GENERAL INFORMATION ON THE NATURE OF SPANISH-ENGLISH BILINGUALISM AMONG THE REDWOOD CITY KINDERGARTNERS AND FIRST-GRADERS WHO WERE THE SUBJECTS OF THE STUDY. CONCLUDING REMARKS STRESS THE IMPORTANCE OF CONSIDERING SOCIOECONOMIC AND OTHER HOME FACTORS IN STUDYING THE CHILD'S VERBAL ABILITIES AND THE NEED FOR BETTER DISCRETE -POINT AND OVERALL SKILL TESTS. AN APPENDIX PRESENTS THE QUESTIONNAIRES USED IN THE STUDY, AND AN 118 ENTRY BIBLIOGRAPHY COMPLETES THE WORK. (AUTHOR/FWB)

ACCESSION NUMBER: EDC43415

PUBLICATION DATE: AUG 70

TITLE: THE EFFECTS OF BILINGUAL/BICULTURAL INSTRUCTION AMONG SPANISH-SPEAKING, ENGLISH-SPEAKING, AND SIOUX-SPEAKING KINDERGARTEN CHILDREN. A REPORT OF STATISTICAL FINDINGS AND RECOMMENDATIONS FOR EDUCATIONAL UNIT NO. 18, SCOTTSBLUFF, NEBRASKA.

PERSONAL AUTHOR: VALENCIA, ATILANO A.

DESCRIPTOR: *AMERICAN INDIANS; BICULTURALISM; *BILINGUAL EDUCATION; KINDERGARTEN CHILDREN; LANGUAGE PROFICIENCY; *LANGUAGE PROGRAMS; *MEXICAN AMERICANS; ORAL ENGLISH; PARENT ATTITUDES; *PROGRAM EVALUATION; SPANISH; STUDENT ATTITUDES

DESCRIPTIVE NOTE: 31P.

A BILINGUAL PROGRAM WAS IMPLEMENTED TO MEET THE EDUCATIONAL NEEDS OF SPANISH AMERICAN AND INDIAN CHILDREN WITH NOTED DEFICIENCIES IN ENGLISH AND/OR THEIR NATIVE LANGUAGES. THE PROGRAM COMPONENTS WERE AN ENGLISH ORAL LANGUAGE PROGRAM COUPLED WITH CONCEPT REINFORCEMENT IN THE VERNACULAR FOR KINDERGARTEN CHILDREN USING NON-STANDARD ENGLISH, ALONG WITH A SPANISH ORAL LANGUAGE PROGRAM FOR NON-SPANISH-SPEAKING KINDERGARTEN CHILDREN AND FOR CHILDREN WITH A BASIC STRUCTURE AND PHONOLOGY IN SPANISH. LANGUAGE INSTRUCTION WAS PROVIDED ON A DIFFERENTIATED BASIS, DEPENDING ON DIAGNOSTIC MEASURES. PROFICIENCY IN BOTH LANGUAGES WAS ASCERTAINED WITH PRE- AND POST-TESTING. PARENTAL ATTITUDES TOWARD BILINGUAL/BICULTURAL PROGRAMS AND STUDENT ATTITUDES TOWARD THEIR OWN AND OTHER CULTURAL CHARACTERISTICS WERE ALSO MEASURED. ALTHOUGH STATISTICAL FINDINGS DID NOT INDICATE HIGHLY SIGNIFICANT GAINS IN STUDENT ACHIEVEMENT, THE TREND WAS IN A POSITIVE DIRECTION. IT WAS STRONGLY RECOMMENDED THAT BOTH PROGRAM COMPONENTS BE CONTINUED AFTER CAREFUL EXAMINATION AND REVISION. (JH)

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ACCESSION NUMBER: ED043418

PUBLICATION DATE: SEP 70

TITLE: BILINGUAL/BICULTURAL EDUCATION -- AN EFFECTIVE LEARNING SCHEME FOR FIRST GRADE SPANISH SPEAKING, ENGLISH SPEAKING, AND AMERICAN INDIAN CHILDREN IN NEW MEXICO. A REPORT OF STATISTICAL FINDINGS AND RECOMMENDATIONS FOR THE GRANTS BILINGUAL EDUCATION PROJECT, GRANTS, NEW MEXICO.

PERSONAL AUTHOR: VALENCIA, ATILANO A.

DESCRIPTOR: *AMERICAN INDIANS; *BICULTURALISM; *BILINGUAL EDUCATION; EDUCATIONAL PROGRAMS; ENGLISH (SECOND LANGUAGE); GRADE 1; INSTRUCTIONAL INNOVATION; NON ENGLISH SPEAKING; PARENT ATTITUDES; *PROGRAM DESCRIPTIONS; *SPANISH SPEAKING; TABLES (DATA)

IDENTIFIER: *NEW MEXICO

DESCRIPTIVE NOTE: 46P.

THE GRANTS, NEW MEXICO, BILINGUAL/BICULTURAL PROGRAM REPORTED IN THIS DOCUMENT WAS DESIGNED TO INTRODUCE INTO THE FIRST-GRADE CURRICULUM THE NATIVE LANGUAGE OF THE CHILD. TEN GENERAL OBJECTIVES OF THE PROGRAM ARE LISTED, IN WHICH THE OVERALL OBJECTIVE IS INTRODUCING OR CLARIFYING CONCEPTS IN A CHILD'S SPANISH OR INDIAN DIALECT AND THEN GIVING EMPHASIS TO THE CHILD'S CULTURE AND NATIVE LANGUAGE AS A MEANS TO REINFORCE A POSITIVE ATTITUDE TOWARD HIMSELF AND HIS CULTURAL HERITAGE. SECTIONS ARE DEVOTED TO (1) DESCRIPTION OF PROGRAM, (2) EVALUATION DESIGN, AND (3) STATISTICAL ANALYSES AND FINDINGS. BASED ON THE FINDINGS, THE AUTHOR RECOMMENDS CONTINUATION OF THE DISTRICT'S ENGLISH LANGUAGE PROGRAM DUE TO ITS OVERALL EFFECTIVENESS; CONTINUATION OF THE BILINGUAL EDUCATION APPROACHES THAT INCLUDE ELEMENTARY GRADES SPANISH LANGUAGE INSTRUCTION, USE OF SPANISH OR TRIBAL DIALECT FOR NON-ENGLISH-SPEAKING FIRST GRADES, AND ENGLISH-AS-A-SECOND-LANGUAGE EMPHASIS FOR CHILDREN WITH LITTLE OR NO KNOWLEDGE OF ENGLISH; TESTING WITH A LARGER SAMPLE TO ESTABLISH CONCLUSIVE FINDINGS ON THE CULTURAL VARIABLES MEASURED BY THE CULTURAL SENSITIVITY INSTRUMENT; AND PROGRAM CONTINUANCE DUE TO FAVORABLE SUPPORT BY PARENTS. (AN)

ACCESSION NUMBER: E0043885

PUBLICATION DATE: 70

TITLE: REPORT OF THE TWENTY-FIRST ANNUAL ROUND TABLE MEETING
ON LINGUISTICS AND LANGUAGES STUDIES BILINGUALISM AND
LANGUAGE CONTACT: ANTHROPOLOGICAL, LINGUISTIC,
PSYCHOLOGICAL, AND SOCIOLOGICAL ASPECTS .

PERSONAL AUTHOR: ALATIS, JAMES F., ED.

DESCRIPTOR: AMERICAN INDIANS; ARABIC; *BILINGUAL EDUCATION;
*BILINGUALISM; CHILD LANGUAGE; COGNITIVE DEVELOPMENT;
COGNITIVE PROCESSES; COMMUNICATION (THOUGHT TRANSFER);
CULTURAL DIFFERENCES; ENGLISH (SECOND LANGUAGE); FLES;
INTERFERENCE (LANGUAGE LEARNING); *LANGUAGE PROGRAMS;
LANGUAGE ROLE; LANGUAGE UNIVERSALS; POLITICAL INFLUENCES;
*PSYCHOLINGUISTICS; *SOCIOLINGUISTICS

DESCRIPTIVE NOTE: 379P.

THIS REPORT CONTAINS 23 PAPERS DEALING WITH VARIOUS ASPECTS
OF BILINGUALISM: E. HAUGEN, "LINGUISTICS AND
DIALINGUISTICS"; R.J. DIPIETRO, "THE DISCOVERY OF UNIVERSALS
IN MULTILINGUALISM"; J. MACNAMARA, "BILINGUALISM AND
THOUGHT"; J. A. FISHMAN, "THE POLITICS OF BILINGUAL
EDUCATION"; V. JOHN, "COGNITIVE DEVELOPMENT IN THE BILINGUAL
CHILD"; D. HYMES, "BILINGUAL EDUCATION: LINGUISTIC VS.
SOCIOLINGUISTIC BASES"; S.U. PHILIPS, "ACQUISITION OF RULES
FOR APPROPRIATE SPEECH USAGE"; E. C. HUGHES, "THE LINGUISTIC
DIVISION OF LABOR IN INDUSTRIAL AND URBAN SOCIETIES"; R.
ROFESSAL, "THEY CAME HERE FIRST"; J. J. GUMPERZ, "VERBAL
STRATEGIES IN MULTILINGUAL COMMUNICATION"; CHESTER C.
CHRISTIAN, JR. "THE ANALYSIS OF LINGUISTIC AND CULTURAL
DIFFERENCES: A PROPOSED MODEL"; A. B. GAARDER, "THE FIRST
SEVENTY-SIX BILINGUAL EDUCATIONAL PROJECTS"; C. L. O
HUALACHAIN, "BILINGUAL EDUCATION PROGRAM IN IRELAND..."; W.
F. MACKAY, "INTERFERENCE, INTEGRATION, AND THE SYNCHRONIC
FALLACY"; W. LAMBERT, "SOME COGNITIVE CONSEQUENCES OF
FOLLOWING THE CURRICULA OF THE EARLY SCHOOL GRADES IN A
FOREIGN LANGUAGE"; G. R. TUCKER "AN ALTERNATE DAYS APPROACH
TO BILINGUAL EDUCATION"; R. N. CAMPBELL, "ENGLISH CURRICULA
FOR NON-ENGLISH SPEAKERS"; S. ERVIN-TRIPP, "STRUCTURE AND
PROCESS IN LANGUAGE ACQUISITION"; C. A. FERGUSON, "THE ROLE
OF ARABIC IN ETHIOPIA: A SOCIOLINGUISTIC PERSPECTIVE"; R. F.
ROEMING, "BILINGUALISM AND THE NATIONAL INTEREST." (FWB)

AVAILABILITY: PUBLICATIONS OFFICE, SCHOOL OF LANGUAGES AND
LINGUISTICS, GEORGETOWN UNIVERSITY, WASHINGTON, D.C. 20007

BEST COPY AVAILABLE

ACCESSION NUMBER: ED044051

PUBLICATION DATE: MAR 68

TITLE: TEACHING IDIOMS AND FIGURES OF SPEECH TO NON-NATIVE SPEAKERS OF ENGLISH.

PERSONAL AUTHOR: ADKINS, PATRICIA G.

DESCRIPTOR: BILINGUAL EDUCATION; BILINGUAL STUDENTS;
*ENGLISH (SECOND LANGUAGE); EXPRESSIVE LANGUAGE; FIGURATIVE
LANGUAGE; *IDIOMS; *LANGUAGE INSTRUCTION; *MEXICAN
AMERICANS; MODERN LANGUAGES; READING MATERIALS; SECOND
LANGUAGE LEARNING; SECOND LANGUAGES; *SPANISH AMERICANS;
TEXTBOOKS; WORD FREQUENCY; WRITTEN LANGUAGE

DESCRIPTIVE NOTE: 5P.

A REVIEW OF THE DIFFICULTIES SPANISH-AMERICANS AND MEXICAN-AMERICANS ENCOUNTER IN LEARNING ENGLISH, CAUSED BY A LACK OF KNOWLEDGE OF COMMON IDIOMS AND FIGURES OF SPEECH IN CURRENT USAGE, LEADS TO A DISCUSSION OF TWO PILOT STUDIES IN WHICH THE FREQUENCY OF OCCURRENCE OF IDIOMATIC AND FIGURATIVE CONSTRUCTIONS IN THE READING MATERIALS PRESENTED TO NINTH GRADE CLASSES IN TEXAS AND NEW MEXICO IS DETERMINED. ANOTHER EXPERIMENT INVOLVING A CLASS OF 15 STUDENTS, TESTED FOR LINGUISTIC PROFICIENCY IN ENGLISH AND TAUGHT IDIOMS AND FIGURES OF SPEECH FOR SIX WEEKS THROUGH VARIOUS INNOVATIVE APPROACHES, IS EXAMINED. (RL)

JOURNAL CITATION: MODERN LANGUAGE JOURNAL; V52 N3 P148-152
MAR 1968

ACCESSION NUMBER: ED044192

PUBLICATION DATE: SEP 70

TITLE: HOUSE BILL NO. 1 SPECIAL ENGLISH CLASSES: EVALUATION.

PERSONAL AUTHOR: MAYNES, J. O. "ROCKY", JR.

DESCRIPTOR: *AMERICAN INDIANS; BILINGUAL EDUCATION;
COMPREHENSION DEVELOPMENT; *ENGLISH (SECOND LANGUAGE);
EVALUATION METHODS; LANGUAGE SKILLS; *READING PROGRAMS;
*SPANISH SPEAKING; *TESTING PROGRAMS; TEST RESULTS; TEST
VALIDITY; VOCABULARY

IDENTIFIER: *ARIZONA

DESCRIPTIVE NOTE: 44P.

AS AN EVALUATION REPORT, THIS 1970 DOCUMENT SUMMARIZES INFORMATION FROM 13 ARIZONA SCHOOL DISTRICTS INVOLVED IN SPECIAL ENGLISH CLASSES UNDER HOUSE BILL NO. 1. PROGRAM EMPHASIS WAS ON ORAL LANGUAGE DEVELOPMENT, VOCABULARY, AND COMPREHENSION. EACH DISTRICT USED ITS OWN METHOD OF EVALUATING PROGRESS; THEREFORE, IN SYNTHESIZING THE INFORMATION, EACH DISTRICT IS LISTED WITH A DESCRIPTION OF THE EVALUATION INSTRUMENT AND THE RESULTS OF THE PRE- AND POST-TESTS. TOTAL RESULTS FROM EACH DISTRICT'S EVALUATION SHOWED PROGRESS IN ORAL LANGUAGE DEVELOPMENT DURING THE INTERIM BETWEEN PRE- AND POST-TESTS. IT IS NOTED THAT, ALTHOUGH PROGRESS WAS MADE IN EACH PROGRAM, MANY STUDENTS FELL BELOW A LEVEL OF LANGUAGE PROFICIENCY WHICH WOULD ALLOW THEM SUCCESS IN A BEGINNING READING INSTRUCTION PROGRAM. TABLES OF STATE AND SCHOOL DISTRICT CONTRIBUTIONS AND EXPENDITURES ARE INCLUDED, AS WELL AS 5 RECOMMENDATIONS. IT IS CONCLUDED THAT A SIGNIFICANT CONTRIBUTION WAS MADE IN ORAL ENGLISH DEVELOPMENT FOR THE SPANISH AND INDIAN CHILDREN. THE DOCUMENT IS APPENDED WITH PERTINENT INFORMATION. (AN)

ACCESSION NUMBER: ED044205

PUBLICATION DATE: MAR 70

TITLE: THE EXTENT OF BILINGUALISM AMONG THE CROW AND THE
NORTHERN CHEYENNE INDIAN SCHOOL POPULATIONS, GRADES ONE
THROUGH TWELVE. A STUDY.

PERSONAL AUTHOR: DRACON, JOHN

DESCRIPTOR: *AMERICAN INDIANS; *BILINGUALISM; CULTURAL
FACTORS; ELEMENTARY SCHOOL STUDENTS; ENROLLMENT; *LANGUAGE
PROFICIENCY; *RESEARCH; SECONDARY SCHOOL STUDENTS; *TABLES
(DATA)

IDENTIFIER: *MONTANA

DESCRIPTIVE NOTE: 32P.

THE RESEARCH WAS CONDUCTED IN THE SCHOOLS ON OR NEAR THE
CROW AND THE NORTHERN CHEYENNE INDIAN RESERVATIONS IN
MONTANA DURING OCTOBER OF 1969. ALL THE STUDENTS, BOTH
INDIAN AND WHITE, GRADES 1 THROUGH 12, WERE INVOLVED IN THE
STUDY. SOME 2020 INDIAN STUDENTS, OUT OF A COMBINED STUDENT
ENROLLMENT OF 3626, WERE ASSESSED AS TO THEIR BILINGUAL
CHARACTERISTICS BY INTERPRETERS WHO ASKED GENERAL QUESTIONS
OF THE INDIAN STUDENTS IN THE INDIAN LANGUAGES. RESPONSES
WERE LISTENED TO, AND RECOMMENDATIONS WERE MADE TO THE
ASSESSORS. IT WAS DETERMINED OF THE 1102 CROW STUDENTS
EXAMINED, 82% SPOKE CROW AS A PRIMARY LANGUAGE, 8% SPOKE
CROW AS SECONDARY LANGUAGE, AND 10% SPOKE ONLY ENGLISH. OF
THE 730 CHEYENNE STUDENTS EXAMINED, 55% SPOKE CHEYENNE AS A
PRIMARY LANGUAGE, 18% SPOKE CHEYENNE AS A SECONDARY
LANGUAGE, AND 27% SPOKE ONLY ENGLISH. THE APPENDIX CONTAINS
ENROLLMENT FIGURES AND LANGUAGE CHARACTERISTICS BY
INDIVIDUAL SCHOOL AND RESERVATION. (LS)

ACCESSION NUMBER: ED044213

PUBLICATION DATE: OCT 70

TITLE: AMERICAN INDIAN EDUCATION, A SELECTED BIBLIOGRAPHY.
SUPPLEMENT NO. 1.

PERSONAL AUTHOR: NAFZIGER, ALYCE J., COMP.

DESCRIPTOR: *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES;
BILINGUAL EDUCATION; CULTURAL DIFFERENCES; DISADVANTAGED
YOUTH; *EDUCATIONAL RESOURCES; ENGLISH (SECOND LANGUAGE);
ESKIMOS; HISTORY; *RESEARCH REVIEWS (PUBLICATIONS); RESOURCE
MATERIALS; *SOCIOECONOMIC INFLUENCES; TEACHING

DESCRIPTIVE NOTE: 132P.

DOCUMENTS ON AMERICAN INDIAN EDUCATION HAVE BEEN COMPILED
IN THIS 2-PART BIBLIOGRAPHY, WHICH IS A SUPPLEMENT TO ED 030
780. PART I OF THE SUPPLEMENT CONTAINS ABSTRACTS OF 176
DOCUMENTS CITED IN "RESEARCH IN EDUCATION" FROM SEPTEMBER OF
1969 THROUGH SEPTEMBER OF 1970. PART II CONTAINS 81
CITATIONS (SOME ANNOTATED) WHICH HAVE APPEARED IN "CURRENT
INDEX TO JOURNALS IN EDUCATION" FROM JANUARY OF 1969 THROUGH
JUNE OF 1970. CITATIONS ARE INDEXED BY SUBJECT USING TERMS
FROM THE "THESAURUS OF ERIC DESCRIPTORS." THE ENTRIES
INCLUDE A WIDE VARIETY OF RESOURCE MATERIALS (RESEARCH AND
PROGRAM REPORTS, GUIDES, BOOKS, ARTICLES, ETC.) WHICH
EXAMINE THE CULTURAL AND SOCIOECONOMIC PROBLEMS AND
EDUCATIONAL DEVELOPMENTS RELATIVE TO AMERICAN INDIANS. PRICE
INFORMATION AND AVAILABILITIES ARE PROVIDED FOR DOCUMENTS
LISTED IN PART I, AND COMPLETE JOURNAL CITATIONS ARE
PROVIDED FOR DOCUMENTS LISTED IN PART II. (AN)

AVAILABILITY: MANAGER, DUPLICATING SERVICE, NEW MEXICO
STATE UNIVERSITY, P. O. BOX 3-CR, LAS CRUCES, NEW MEXICO
88001 (\$2.00)

ACCESSION NUMBER: EDC44675

PUBLICATION DATE: DEC 70

TITLE: SOCIAL DETERMINANTS IN COMMUNICATION EVENTS IN A
SMALL BILINGUAL COMMUNITY IN NEW MEXICO.

PERSONAL AUTHOR: OLIVER, JOSEPH D.

DESCRIPTOR: AGE DIFFERENCES; ATTITUDES; BICULTURALISM;
*BILINGUALISM; *COMMUNICATION (THOUGHT TRANSFER); *COMMUNITY
CHARACTERISTICS; CULTURAL FACTORS; EDUCATIONAL BACKGROUND;
ENGLISH (SECOND LANGUAGE); LANGUAGE STYLES; PARALINGUISTICS;
SEX DIFFERENCES; *SOCIAL FACTORS; *SPANISH SPEAKING

IDENTIFIER: KINESICS; LANGUAGE REGISTERS; PROXEMICS

DESCRIPTIVE NOTE: 36P.

THE PURPOSE OF THIS REPORT IS TO PRESENT AN OUTLINE OF
ACTUAL OCCURRENCES IN COMMUNICATION AND THEIR SOCIAL
DETERMINANTS IN THE SMALL SPANISH-ENGLISH BILINGUAL
COMMUNITY OF LOS OJOS, NEW MEXICO, WITH SOME EMPHASIS ON
DIFFERENCE IN OCCURRENCES AS RELATED TO AGE. THESE
GENERALIZATIONS ARE LINKED TO PAST AND CURRENT EDUCATIONAL
PRACTICES AND SOCIAL CONDITIONS, AND THE EFFECT OF THESE
FACTORS ON COMMUNICATION BEHAVIOR IS NOTED. INDIVIDUAL
SECTIONS OF THE REPORT (1) DESCRIBE THE CULTURE AND AREA OF
LOS OJOS; (2) DISCUSS THE VARIETIES OF ENGLISH AND SPANISH
USED IN THE AREA AND IDENTIFY THREE REGISTERS INVOLVED IN
THE USAGE OF EACH; (3) DISCUSS THE FACTORS AFFECTING
LANGUAGE USE AND DEMONSTRATE HOW THESE CAN BE UTILIZED TO
PREDICT LANGUAGE CHOICE; (4) CONSIDER HOW PROXEMIC AND
KINESIC BEHAVIOR ARE AFFECTED BY BICULTURALISM; AND (5)
DISCUSS THE EFFECT OF AGE ON COMMUNICATION BEHAVIOR. A
BIBLIOGRAPHY COMPLETES THE REPORT. (AUTHOR/FWB)

ACCESSION NUMBER: ED044702

PUBLICATION DATE: OCT 70

TITLE: TYPES OF BILINGUALISM AND PERFORMANCE OF NAVAHO CHILDREN IN SCHOOL, PHASE I. FINAL REPORT.

PERSONAL AUTHOR: STAFFORD, KENNETH R.; MILAM, DON

DESCRIPTOR: ACHIEVEMENT TESTS; *AMERICAN INDIANS; BILINGUAL EDUCATION; *BILINGUALISM; BILINGUAL STUDENTS; ENGLISH (SECOND LANGUAGE); *KINDERGARTEN CHILDREN; LANGUAGE INSTRUCTION; *LANGUAGE TESTS; *NAVAHO; STATISTICAL ANALYSIS

DESCRIPTIVE NOTE: 13P.

THE PURPOSES OF THIS FIRST PHASE OF A PROPOSED TWO-PHASE STUDY WERE (1) TO COLLECT NECESSARY BASELINE DATA FOR THE COMPLETION OF THE TOTAL TWO-PART STUDY, AND (2) TO NOTE THE EFFECTS ON SCHOOL ACHIEVEMENT OF ONE YEAR'S INSTRUCTION IN ENGLISH GIVEN TO KINDERGARTEN NAVAHO-SPEAKING MONOLINGUALS. THE FOLLOWING GROUPS FROM THE WINDOW ROCK-FT. DEFIANCE SCHOOLS WERE SELECTED: KINDERGARTEN NAVAHO-SPEAKING MONOLINGUALS, KINDERGARTEN COMPOUND BILINGUALS (NAVAHO-ENGLISH), KINDERGARTEN NAVAHO-SPEAKING MONOLINGUALS WHO RECEIVED ONE YEAR'S CONCENTRATED INSTRUCTION IN ENGLISH, FIRST-GRADE NAVAHO-SPEAKING MONOLINGUALS, FIRST-GRADE ENGLISH-SPEAKING MONOLINGUALS, AND FIRST-GRADE COMPOUND BILINGUALS. MEASURES OF INTELLIGENCE AND ACHIEVEMENT WERE OBTAINED. ANALYSIS OF VARIANCE AND SHEFFE'S TECHNIQUE WERE USED TO TEST FOR DIFFERENCES IN ORDER TO MEET THE SECOND OBJECTIVE OF THIS PROJECT. ASIDE FROM GETTING BASELINE DATA AND FINDING EXPECTED DIFFERENCES (E.G., ENGLISH-SPEAKING MONOLINGUALS SCORED HIGHER IN ACHIEVEMENT THAN NAVAHO-SPEAKING MONOLINGUALS), THE MOST PROMISING DISCOVERY WAS THE POSITIVE INFLUENCE OF INSTRUCTION IN ENGLISH ON SCHOOL PERFORMANCE. IN LIGHT OF THIS, IT IS IMPORTANT TO DETERMINE THE LONG-TERM EFFECTS OF EARLY CONCENTRATED ENGLISH INSTRUCTION IN A SCHOOL SETTING. (AUTHOR/AMM)

ACCESSION NUMBER: EDC44948

PUBLICATION DATE: 69

TITLE: CATALOGO DE PELICULAS EDUCATIVAS Y OTROS MATERIALES AUDIOVISUALES (CATALOGUE OF EDUCATIONAL FILMS AND OTHER AUDIOVISUAL MATERIALS).

DESCRIPTOR: AUDIOVISUAL AIDS; *BILINGUAL EDUCATION; ELEMENTARY SCHOOLS; ENGLISH; *FILMS; FILMSTRIPS; INSTRUCTIONAL FILMS; LANGUAGE ARTS; LANGUAGE INSTRUCTION; *MODERN LANGUAGES; SCIENCE EDUCATION; SECONDARY SCHOOLS; SOCIAL STUDIES; *SPANISH; SPANISH SPEAKING; TRANSPARENCIES

DESCRIPTIVE NOTE: 116P.

THIS CATALOGUE OF EDUCATIONAL FILMS AND OTHER AUDIOVISUAL MATERIALS CONSISTS PREDOMINANTLY OF FILMS IN SPANISH AND ENGLISH WHICH ARE INTENDED FOR USE IN ELEMENTARY AND SECONDARY SCHOOLS. A WIDE VARIETY OF TOPICS INCLUDING FILMS FOR SOCIAL STUDIES, LANGUAGE ARTS, HUMANITIES, PHYSICAL AND NATURAL SCIENCES, SAFETY AND HEALTH, AGRICULTURE, PHYSICAL EDUCATION, AND VOCATIONAL TRAINING IS CLASSIFIED BY FILM TYPE. OVERHEAD TRANSPARENCIES, OVERLAYS, 8MM, 16MM, AND 35MM FILM ARE FURTHER SUBCLASSIFIED ACCORDING TO STUDENT AGE AND INTEREST FACTORS. RELEVANT ACQUISITION DATA ARE INCLUDED. (PL)

AVAILABILITY: ENCYCLOPAEDIA BRITANNICA EDUCATIONAL CORPORATION, INTERNATIONAL DIVISION, 425 NORTH MICHIGAN AVE., CHICAGO, ILL. 60611 (GRATIS)

ACCESSION NUMBER: ED045235

PUBLICATION DATE: 1 JAN 69

TITLE: CENTRAL CALIFORNIA ACTION ASSOCIATES INC. SEMI-ANNUAL REPORT, AUGUST 1, 1968-JANUARY 1, 1969.

DESCRIPTOR: ADMINISTRATOR CHARACTERISTICS; *ADULT BASIC EDUCATION; ADULT VOCATIONAL EDUCATION; AGRICULTURAL LABORERS; BILINGUAL TEACHERS; COMMUNITY AGENCIES (PUBLIC); CURRICULUM DESIGN; *DISADVANTAGED GROUPS; EDUCATIONAL OBJECTIVES; EMPLOYEE ATTITUDES; EMPLOYMENT; ENGLISH (SECOND LANGUAGE); FEDERAL PROGRAMS; GUIDANCE SERVICES; *MEXICAN AMERICANS; *MIGRANTS; *PROGRAM DEVELOPMENT; SOCIOECONOMIC INFLUENCES; TEACHER SELECTION; TEACHER WORKSHOPS; TRAINING ALLOWANCES

IDENTIFIER: *CALIFORNIA

DESCRIPTIVE NOTE: 32P.

THE CENTRAL CALIFORNIA ACTION ASSOCIATES, INC. (CCAA INC.) WAS FUNDED UNDER THE MIGRANT DIVISION OF THE OFFICE OF ECONOMIC OPPORTUNITY TO HELP FARM WORKERS SOLVE THEIR PROBLEMS. THE 7-COUNTY AREA HAS BEEN CHARACTERIZED BY HIGH AGRICULTURAL WEALTH AND A LOW WAGE SCALE WHEN COMPARED TO THE SURROUNDING COSMOPOLITAN AREAS. THE MINIMAL EDUCATION LEVEL OF THE FARM WORKERS EXCLUDES THEM FROM BETTER JOBS. THE GOAL OF THE CCAA INC. PROGRAM IS TO PROVIDE THE MEANS THROUGH BASIC EDUCATION AND PRE-VOCATIONAL TRAINING WHEREBY MIGRANTS AND SEASONAL ADULT FARM WORKERS IN THE PARTICIPATING COUNTIES WILL BE ABLE TO UPGRADE THEIR ECONOMIC AND SOCIAL LIVES. THE 3 COMPONENTS OF CCAA INC. ARE ADMINISTRATION, EDUCATION, AND VOCATIONAL PLACEMENT. EACH DIVISION IS EXPLAINED AS TO PRESENT AND FUTURE FUNCTIONS. (LS)

BEST COPY AVAILABLE

ACCESSION NUMBER: ED045245

PUBLICATION DATE: 70

TITLE: A PORTFOLIO OF OUTSTANDING AMERICANS OF MEXICAN DESCENT.

PERSONAL AUTHOR: LELEVIER, BENJAMIN, JR.

DESCRIPTOR: *ACHIEVEMENT; BILINGUAL STUDENTS; *BIOGRAPHIES;
CLASSROOM MATERIALS; *COMMUNITY LEADERS; CULTURAL PLURALISM;
*LEADERSHIP QUALITIES; *MEXICAN AMERICANS; SELF CONCEPT

DESCRIPTIVE NOTE: 38P.

A CROSS SECTION OF MEXICAN AMERICAN ACHIEVEMENT IS PRESENTED IN A PORTFOLIO OF 37 PORTRAITS OF OUTSTANDING AMERICANS OF MEXICAN DESCENT. DRAWN IN BLACK AND WHITE ON HEAVY PAPER STOCK BY MR. DAVID L. RODRIGUEZ, THE SKETCHES ARE SUITABLE FOR DISPLAY PURPOSES. WITH THE LIKENESSES ARE BIOGRAPHICAL SKETCHES IN BOTH ENGLISH AND SPANISH WHICH WERE RESEARCHED BY MR. BENJAMIN LELEVIER, JR. THROUGH PERSONAL CONTACT WITH THE SUBJECTS. AMONG THE SUBJECTS ARE CESAR CHAVEZ, U.S. SENATOR JOSEPH M. MONTOYA, DR. JULIAN NAVA, GEORGE I. SANCHEZ, LEE TREVINO, AND ARMANDO M. RODRIGUEZ. (FJ)

AVAILABILITY: EDUCATIONAL CONSULTING ASSOCIATES, P. O. BOX 1057, MENLO PARK, CALIFORNIA 94025 (\$7.50)

ACCESSION NUMBER: ED045265

PUBLICATION DATE: JUL 68

TITLE: EFFECTS ON TEST SCORE OF PRESENTING VERBAL TEST QUESTIONS IN AN ENGLISH-SPANISH FORMAT TO A PREDOMINANTLY SPANISH-AMERICAN GROUP; SAN ANTONIO, TEXAS, MAY 1968.

PERSONAL AUTHOR: MASLOW, ALBERT P.; FUTRANSKY, DAVID L.

DESCRIPTOR: *BILINGUALISM; *EMPLOYMENT OPPORTUNITIES; FEDERAL GOVERNMENT; JOB APPLICANTS; *LANGUAGE HANDICAPS; LANGUAGE RESEARCH; LANGUAGE SKILLS; *MEXICAN AMERICANS; SPANISH SPEAKING; TESTING; *TESTS

DESCRIPTIVE NOTE: 11P.

THERE IS A CONTINUING PRESSURE ON THE U.S. CIVIL SERVICE COMMISSION TO PROVIDE GREATER JOB OPPORTUNITIES FOR SPANISH-SURNAMED PERSONS. THE COMMISSION HAS BEEN URGED TO PRESENT RECRUITING LITERATURE, SAMPLE TEST MATERIAL, AND EXAMINATION ANNOUNCEMENTS IN SPANISH. THIS STUDY INVESTIGATED THE EFFECTS OF PRESENTING VERBAL TEST MATERIAL IN AN ENGLISH-SPANISH FORMAT TO 307 POSTAL CLERK-CARRIER APPLICANTS IN SAN ANTONIO, TEXAS. SIXTY-TWO PERCENT OF THE APPLICANTS INDICATED THAT THEY SPOKE SPANISH AT HOME OR AT WORK AT LEAST 25% OF THE TIME. SEVENTY-SEVEN PERCENT WERE HIGH SCHOOL GRADUATES OR HAD AN EQUIVALENT EDUCATION. THE STUDY INDICATED THAT, FOR PERSONS EDUCATED IN U.S. HIGH SCHOOLS, COMPETENCE IN WRITTEN ENGLISH IS VERY LIKELY TO EXCEED OR AT LEAST EQUAL COMPETENCE IN WRITTEN SPANISH. THE CONCLUSIONS DRAWN FROM THE INVESTIGATION WERE (1) THAT PROVIDING BILINGUAL TEST MATERIAL FOR SUCH GROUPS IS OF LITTLE HELP AND (2) THAT, IN A FEW INDIVIDUAL CASES WHERE THE EDUCATIONAL LEVEL IS LOW AND THE COMMITMENT TO SPANISH IS HIGH, THERE IS SOME IMPROVEMENT OVER AN INITIALLY POOR SCORE. (FJ)

ACCESSION NUMBER: ED045956

PUBLICATION DATE: AUG 69

TITLE: A COMPARISON OF THE EFFECTIVENESS OF INTENSIVE ORAL-AURAL ENGLISH INSTRUCTION, INTENSIVE ORAL-AURAL SPANISH INSTRUCTION, AND NON-ORAL-AURAL INSTRUCTION ON THE READING ACHIEVEMENT OF SPANISH-SPEAKING SECOND- AND THIRD-GRADE PUPILS. 1966-67 (YEAR THREE) FINDINGS.

PERSONAL AUTHOR: KNIGHT, LESTER NEAL

DESCRIPTOR: AUDIOLINGUAL METHODS; BILINGUAL EDUCATION; BILINGUAL STUDENTS; *ENGLISH (SECOND LANGUAGE); *LANGUAGE INSTRUCTION; *MEASUREMENT INSTRUMENTS; PROGRAM EVALUATION; *READING ACHIEVEMENT; RESEARCH REVIEWS (PUBLICATIONS); *SPANISH SPEAKING; STATISTICAL ANALYSIS; *TEACHING METHODS

IDENTIFIER: *SAN ANTONIO LANGUAGE RESEARCH PROJECT

DESCRIPTIVE NOTE: 233P.; PH. D. DISSERTATION, UNIVERSITY OF TEXAS, AUSTIN, AUGUST 1969

THROUGH ANALYSIS OF DATA COLLECTED DURING THE THIRD YEAR OF THE SAN ANTONIO LANGUAGE PROJECT (1966-67), THIS STUDY ATTEMPTS TO EVALUATE THE EFFECT OF THREE TREATMENTS ON READING ACHIEVEMENT: INTENSIVE ORAL-AURAL ENGLISH INSTRUCTION (OAE); INTENSIVE ORAL-AURAL SPANISH INSTRUCTION (OAS); AND NON-ORAL-AURAL INSTRUCTION (NOA). IT INVOLVED TWO SAMPLE GROUPS: THIRD GRADERS WHO HAD BEEN EXPOSED TO THE SAME TREATMENT FOR THREE YEARS; AND SECOND GRADERS WHO HAD HAD THE SAME TREATMENT FOR TWO YEARS. THE STUDY DESIGN WAS CONCERNED WITH TREATMENT MAIN EFFECT (IS ONE TREATMENT GENERALLY MORE EFFECTIVE THAN OTHER TREATMENTS?); WITH PRETEST MAIN EFFECT (DO CHILDREN WHO SCORE HIGH, MIDDLE, OR LOW IN THE FALL TEND TO PERFORM SIMILARLY IN THE SPRING ALSO?); AND WITH INTERACTION (DOES THE DIFFERENCE BETWEEN TREATMENTS VARY ACCORDING TO PRETEST SCORES?). CONCLUSIONS INDICATE THAT CHILDREN WHO SCORE HIGH, MIDDLE, OR LOW ON THE PRETEST ALMOST ALWAYS SCORE SIMILARLY ON THE POSTTEST, REGARDLESS OF THE SAMPLE OR TEST USE. THE LIMITED NUMBER OF SIGNIFICANT INTERACTION EFFECTS INDICATE THAT THE DIFFERENCE BETWEEN TREATMENTS DOES NOT OFTEN VARY SIGNIFICANTLY ACCORDING TO PRETEST SCORES. FINDINGS DO NOT SUPPORT THE OAS TREATMENT AS AN EFFECTIVE TOOL FOR IMPROVING READING ACHIEVEMENT FOR THE POPULATION UNDER STUDY. FURTHER IMPLEMENTATION OF THIS METHOD SHOULD PERHAPS BE LIMITED TO TRULY BILINGUAL TEACHERS. (AMM)

AVAILABILITY: LEARNING DISABILITIES CENTER, UNIVERSITY OF TEXAS, AUSTIN, TEXAS 78705 (\$4.50 PLUS \$0.19 TAX AND \$0.50 POSTAGE)

ACCESSION NUMBER: ED045961

PUBLICATION DATE: AUG 67

TITLE: A COMPARATIVE STUDY OF SELECTED SYNTACTICAL STRUCTURES OF THE ORAL LANGUAGE STATUS IN SPANISH AND ENGLISH OF DISADVANTAGED FIRST-GRADE SPANISH-SPEAKING CHILDREN.

PERSONAL AUTHOR: PENA, ALBAR ANTONIO

DESCRIPTOR: BILINGUAL EDUCATION; BILINGUAL STUDENTS; COMPARATIVE ANALYSIS; *DISADVANTAGED YOUTH; *ENGLISH (SECOND LANGUAGE); GRADE 1; *LANGUAGE DEVELOPMENT; ORAL EXPRESSION; SPANISH; *SPANISH SPEAKING; STATISTICAL STUDIES; *SYNTAX; TEACHING METHODS

IDENTIFIER: *SAN ANTONIO LANGUAGE RESEARCH PROJECT

DESCRIPTIVE NOTE: 152P.; PH.D. DISSERTATION, UNIVERSITY OF TEXAS, AUSTIN, AUGUST 1967

THIS STUDY PRESENTS AN INTENSIVE COMPARATIVE ANALYSIS OF SELECTED BASIC SENTENCE PATTERNS AND TRANSFORMATIONS IN SPANISH AND ENGLISH MANIFESTED IN THE RESPONSES OF SPANISH-SPEAKING DISADVANTAGED CHILDREN SELECTED TO RECEIVE INSTRUCTION IN THE FOLLOWING GROUPS: (1) ORAL-AURAL SPANISH WITH SPECIAL SCIENCE MATERIALS IN SPANISH; (2) ORAL-AURAL ENGLISH WITH SCIENCE IN ENGLISH; (3) NON-ORAL-AURAL IN SPANISH OR ENGLISH, BUT THE SAME SCIENCE MATERIALS AS OAS AND OAE; AND (4) NON-ORAL-AURAL NO-SCIENCE, WHICH FOLLOWED REGULAR PUBLIC SCHOOL CURRICULUM. TO OBTAIN THESE RESPONSES, AT THE BEGINNING AND END OF THE FIRST GRADE, THE FIRST SECTION OF THE LANGUAGE-COGNITION TEST WAS GIVEN TWICE, IN BOTH SPANISH AND ENGLISH. (AN ANCILLARY TASK OF THE INVESTIGATION WAS TO FIELD-TEST THE FIRST SECTION OF THIS TEST.) THE HYPOTHESES OF THIS STUDY, DESIGNED TO TEST FOR SIMILARITIES AND DIFFERENCES IN THE ORAL LANGUAGE OF THE FOUR GROUPS, WERE THAT (1) THERE WERE NO SIGNIFICANT INITIAL DIFFERENCES BETWEEN GROUPS, INCLUDING SEX, IN PRETEST SCORES; AND (2) THERE WERE NO SIGNIFICANT DIFFERENCES BETWEEN GROUP MEANS AND FUNCTION OF TREATMENT. IN GENERAL, THESE HYPOTHESES WERE "SUPPORTED BY THE RESULTS." (AMM)

ACCESSION NUMBER: ED045980

PUBLICATION DATE: 70

TITLE: ENGLISH FOR AMERICAN INDIANS.

PERSONAL AUTHOR: SLAGER, WILLIAM R., ED.; MADSEN, BETTY M., ED.

DESCRIPTOR: AMERICAN INDIAN LANGUAGES; *AMERICAN INDIANS; ANNOTATED BIBLIOGRAPHIES; *BILINGUAL EDUCATION; BILINGUAL STUDENTS; *CHILD LANGUAGE; DIALECT STUDIES; DISADVANTAGED YOUTH; INSTRUCTIONAL MATERIALS; *LANGUAGE INSTRUCTION; NAVAHO; SECOND LANGUAGE LEARNING; SPANISH SPEAKING

IDENTIFIER: SHOSHONI

DESCRIPTIVE NOTE: 96P.; A NEWSLETTER OF THE OFFICE OF EDUCATION PROGRAMS, BUREAU OF INDIAN AFFAIRS, UNITED STATES DEPARTMENT OF THE INTERIOR

THE PRESENT ISSUE OF "ENGLISH FOR AMERICAN INDIANS" FOLLOWS THE FORMAT AND APPROACH OF THE SPRING 1970 ISSUE. (SEE ED 040 396.) IN THE LEAD ARTICLE, EVELYN HATCH SURVEYS SOME OF THE RESEARCH IN FIRST LANGUAGE ACQUISITION AND POINTS OUT ITS IMPLICATIONS FOR SECOND LANGUAGE TEACHING. HER MAIN THESIS IS THAT WITH THE BEST OF INTENTIONS, TEACHERS OFTEN INSIST THAT CHILDREN IN ENGLISH-AS-A-SECOND-LANGUAGE CLASSES ACHIEVE A MASTERY OF CERTAIN STRUCTURES THAT IS BEYOND THE MASTERY ACHIEVED BY "ADVANTAGED" MIDDLE CLASS CHILDREN WHO SPEAK ENGLISH NATIVELY. FOLLOWING HER ARTICLE, SHE REVIEWS THREE NEW BOOKS ON CHILD LANGUAGE. BILINGUALISM IS THE SUBJECT OF MOST OF THE ITEMS INCLUDED IN "INFORMATION EXCHANGE," WHICH DESCRIBES IMPORTANT SURVEYS OF THE FIELD, DISCUSSES THE NEED FOR BILINGUAL PROGRAMS AND PRESENTS A DEFINITION OF THEIR STRUCTURE, AND REPORTS ON INDIVIDUAL PROGRAMS FOR AMERICAN INDIAN CHILDREN. A SPECIAL SECTION OF "INFORMATION EXCHANGE" DEALS WITH THE AMERICAN INDIAN LANGUAGES THEMSELVES, WITH MAPS, LISTS OF THE MOST WIDELY SPOKEN INDIAN LANGUAGES AND SUMMER INSTITUTE OF LINGUISTICS LINGUISTS WORKING ON THEM, AND A BRIEF REPORT OF A STUDY OF SOCIAL FACTORS INVOLVED IN SHOSHONI DIALECT VARIATION. TWO SETS OF MATERIALS ARE WORKED ON: THE CITE MATERIALS FOR NAVAJO CHILDREN, AND THE MICHIGAN MIGRANT WORKERS COUNCIL MATERIALS FOR SPANISH-SPEAKING CHILDREN. (AMM)

ACCESSION NUMBER: ED046514

PUBLICATION DATE: AUG 70

TITLE: DAME SCHOOL PROJECT (BI-LINGUAL PRE SCHOOL PROJECT),
SANTA CLARA COUNTY OFFICE OF EDUCATION. FINAL REPORT, AUGUST
1, 1970.

PERSONAL AUTHOR: MICOTTI, ANTONIA R.

DESCRIPTOR: BILINGUAL EDUCATION; CHANGING ATTITUDES;
*CONCEPT FORMATION; CURRICULUM DEVELOPMENT; EDUCATIONAL
PROGRAMS; ENGLISH (SECOND LANGUAGE); FAMILY ENVIRONMENT;
*HOME PROGRAMS; *LANGUAGE DEVELOPMENT; LOW INCOME; *MEXICAN
AMERICANS; MOTHERS; PARENT EDUCATION; *PRESCHOOL PROGRAMS;
TEACHER AIDES; TESTING

DESCRIPTIVE NOTE: 32P.

THE OBJECTIVES OF THIS 1-YEAR PROJECT WERE (1) TO DEMONSTRATE AN AT-HOME PROCEDURE OF TEACHING IN ORDER TO IMPROVE THE CONCEPT FORMATION AND LANGUAGE DEVELOPMENT ENVIRONMENT OF 40 CHILDREN (3-5 YEARS) RESIDING IN LOW INCOME HOMES WHERE THE PRIMARY LANGUAGE WAS SPANISH; (2) TO TRAIN 11 WOMEN FROM THE COMMUNITY AS HOME TEACHERS; AND (3) TO GIVE TRAINING TO THE MOTHERS OF THE PROJECT CHILDREN SO THAT THEY COULD IMPROVE THEIR TEACHING TECHNIQUES WITH THEIR OWN CHILDREN. THE PRETESTS AND POSTTESTS ADMINISTERED WERE THE TEST OF BASIC LANGUAGE COMPETENCE, GIVEN IN SPANISH AND ENGLISH, THE INVENTORY OF DEVELOPMENTAL TASKS, GIVEN IN SPANISH, AND THE MATERNAL TEACHING STYLE INSTRUMENT (MOTHER/CHILD TEST) GIVEN IN SPANISH. AFTER THE YEAR, THE CHILDREN DEMONSTRATED MARKED IMPROVEMENT IN CONCEPT AND LANGUAGE DEVELOPMENT; ALL HOME TEACHERS HAD RECEIVED 370 HOURS OF INSERVICE AND PRESERVICE TRAINING; AND MOTHERS SHOWED CONSIDERABLE CHANGES IN TERMS OF ATTITUDES, EDUCATIONAL MATERIALS APPARENT IN THE HOMES, AND UPKEEP OF THEMSELVES AND THEIR HOMES. THE REPORT RECOMMENDS EXTENSION OF THE CURRICULUM TO KINDERGARTEN, REVISION OF TRAINING MODELS AND DEVELOPMENT OF "HOME PACKETS" FOR THE PROJECT CHILDREN. (AJ)

ACCESSION NUMBER: ED046591

PUBLICATION DATE: 67

TITLE: IN-SERVICE EDUCATION SERIES AND CONSULTANT SERVICES.
FINAL REPORT.

PERSONAL AUTHOR: DEMEKE, HOWARD J., COMP.

DESCRIPTOR: *AMERICAN INDIANS; ART; AUDIOVISUAL
INSTRUCTION; BILINGUALISM; *CURRICULUM DEVELOPMENT;
ELEMENTARY SCHOOL SCIENCE; *EVALUATION; *FEDERAL PROGRAMS;
*INSERVICE TEACHER EDUCATION; LANGUAGE ARTS; MODERN
MATHEMATICS; OBJECTIVES; SECONDARY EDUCATION; SOCIAL STUDIES

IDENTIFIER: *PIMA MARICOPA RESERVATION

DESCRIPTIVE NOTE: 47P.

UTILIZING FUNDS FROM THE ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE I, REPRESENTATIVES OF THE PIMA AGENCY, EDUCATION BRANCH, REQUESTED THE ASSISTANCE OF THE BUREAU OF EDUCATIONAL RESEARCH AND SERVICES, COLLEGE OF EDUCATION, ARIZONA STATE UNIVERSITY, IN THE DEVELOPMENT AND PRESENTATION OF A PROGRAM OF PROFESSIONAL IN-SERVICE EDUCATION TO ENRICH AND SUPPLEMENT THE EDUCATIONAL PROGRAM BEING PROVIDED TO ELEMENTARY AND SECONDARY SCHOOL CHILDREN ON THE GILA RIVER PIMA-MARICOPA RESERVATION. THE PROGRAM CONSISTED PRIMARILY OF A SERIES OF TEACHER WORKSHOPS, SPECIAL CONSULTANTS' ASSISTANCE TO THE INDIAN COMMUNITY, AND ESCORTED TEACHER VISITATIONS TO EXEMPLARY SCHOOLS. FOR EACH OF THE 9 IN-SERVICE PROGRAM EVENTS WHICH TOOK PLACE FROM MARCH THROUGH MAY OF 1967, THE FOLLOWING INFORMATION IS INCLUDED: A STATEMENT OF GOALS, OUTCOMES DESIRED, A BRIEF DESCRIPTION OF THE PROGRAM, AND A BRIEF STATEMENT OF THE DEGREE OF SUCCESS ATTAINED. (LS)

AVAILABILITY: BUREAU OF EDUCATIONAL RESEARCH AND SERVICES,
COLLEGE OF EDUCATION, ARIZONA STATE UNIVERSITY, TEMPE,
ARIZONA (NO CHARGE)

ACCESSION NUMBER: ED046602

PUBLICATION DATE: 70

TITLE: CURRICULUM FOR AMERICAN INDIAN YOUTH. THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES IV, NO. 4, FINAL REPORT.

PERSONAL AUTHOR: FUCHS, ESTELLE

DESCRIPTOR: *AMERICAN INDIANS; BILINGUAL EDUCATION; COMMUNITY SUPPORT; *CULTURAL EDUCATION; *CURRICULUM; EDUCATIONAL ENVIRONMENT; EDUCATIONAL HISTORY; *LANGUAGE INSTRUCTION; *NATIONAL SURVEYS; VOCATIONAL EDUCATION

DESCRIPTIVE NOTE: 12P.

THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION HAS DOCUMENTED A BROAD CONSENSUS AMONG PARENTS, STUDENTS, TEACHERS, AND INFLUENTIAL PERSONS THAT THE MOST IMPORTANT ROLE OF THE SCHOOLS IS TO PREPARE INDIAN STUDENTS FOR EMPLOYMENT IN THE DOMINANT ECONOMY AND FOR SUCCESSFUL LIVES IN THE SOCIOCULTURAL MAINSTREAM. WITH OCCASIONAL EXCEPTIONS, CURRICULUM FOR INDIAN CHILDREN IN BOTH BUREAU OF INDIAN AFFAIRS SCHOOLS AND IN PUBLIC SCHOOLS PARALLELS THE CURRICULUM PROVIDED TO NON-INDIAN STUDENTS IN THE PUBLIC SCHOOLS. THERE IS VIRTUALLY NO QUARREL WITH THE PRINCIPLE THAT THE CURRICULUM FOR INDIAN YOUTH SHOULD INCLUDE THE VERY BEST CURRICULUM PROVIDED NON-INDIAN YOUTH, BUT SEVERAL MAJOR AREAS STAND OUT AS ISSUES OF CONCERN. AMONG THESE ARE THE INCLUSION OF TRIBAL CULTURE AND HISTORY IN SCHOOL INSTRUCTION, LANGUAGE INSTRUCTION, VOCATIONAL EMPHASIS, AND ATTENTION TO THE DIGNITY OF INDIAN IDENTITY. WHATEVER CURRICULUM DEVELOPMENTS TAKE PLACE IN AMERICAN EDUCATION, IT IS UNLIKELY THAT INDIAN PARENTS WILL WANT ANYTHING LESS FOR THEIR CHILDREN THAN THE SAME CURRICULUM OFFERED TO OTHER AMERICANS. THE MOST OUTSTANDING DIFFERENCE, HOWEVER, IS THAT INDIAN PARENTS WOULD LIKE THE SCHOOLS TO GIVE RECOGNITION TO INDIAN IDENTITY. (JH)

ACCESSION NUMBER: ED046941

PUBLICATION DATE: JAN 69

TITLE: "THE ALTERNATIVE OF RADICALISM": RADICAL AND CONSERVATIVE POSSIBILITIES FOR TEACHING THE TEACHERS OF AMERICA'S YOUNG CHILDREN; PROCEEDINGS OF THE NATIONAL CONFERENCE OF THE TRI-UNIVERSITY PROJECT (5TH, NEW ORLEANS, JANUARY 29-31, 1969).

PERSONAL AUTHOR: HOLLAND, THOMAS R., ED; LEE, CATHERINE M., ED.

DESCRIPTOR: BILINGUAL EDUCATION; COMMUNITY INFLUENCE; *ECONOMIC FACTORS; *EDUCATIONAL DEVELOPMENT; EDUCATIONAL POLICY; ELEMENTARY EDUCATION; *ENGLISH EDUCATION; *EQUAL EDUCATION; HUMANISM; INDIVIDUALIZED PROGRAMS; INNER CITY; *JOB TRAINING; MEXICAN AMERICANS; RACIAL DIFFERENCES; RACIAL INTEGRATION; RACISM; SECONDARY EDUCATION; TEACHER EDUCATION

DESCRIPTIVE NOTE: 194P.

THIS REPORT OF THE FIFTH NATIONAL CONFERENCE OF THE TRI-UNIVERSITY PROJECT IS INTRODUCED BY PAUL OLSON AND CONTAINS SPEECHES BY (1) VIRGIL E. BOYD, WHO PRESENTS CHRYSLER CORPORATION'S JOB-ORIENTED EDUCATIONAL PROGRAM, (2) DON DAVIES, WHO CALLS FOR THE EQUILIZATION, INDIVIDUALIZATION, AND HUMANIZATION OF EDUCATION, (3) DONALD H. SMITH, WHO EXPLAINS THE EDUCATIONAL SIGNIFICANCE OF THE "STREET"--ITS CULTURE, INFLUENCE, AND IMPORTANCE--IN THE LIVES OF INNER-CITY CHILDREN, (4) JEROME S. BRUNER, WHO DISCUSSES THE "DIVISIVE DICHOTOMIES" PRESENT IN EDUCATION--E.G., OLD VERSUS YOUNG, SOCIETY VERSUS INDIVIDUAL, AND ORDER VERSUS INNOVATION, (5) KENNETH BOULDING, WHO RELATES THE ECONOMIC PROCESS TO EDUCATION, AND (6) WAYNE BOOTH, WHO CHALLENGES THE PROFESSION TO EDUCATE AMERICANS TO BE CRITICAL THINKERS. MATERIALS INCLUDE RESPONSES TO THE SIX SPEECHES, AND THE REPORTS AND TRANSCRIPTIONS OF COMMITTEE DISCUSSIONS ON SUCH TOPICS AS COMMUNITY CONTROL, INNER-CITY EDUCATION, BILINGUAL EDUCATION IN LITERATURE AND COMPOSITION, IMPLEMENTATION OF NEW IDEAS AND PROGRAMS, AND THREE OF EDUCATION'S SPECIFIC REGIONAL PROBLEMS, (THE MEXICAN-AMERICAN IN THE SOUTHWEST, INTEGRATION IN THE SOUTH, AND CONSERVATISM IN APPALACHIA). (JM)

AVAILABILITY: NEBRASKA CURRICULUM DEVELOPMENT CENTER, ANDREWS HALL, UNIVERSITY OF NEBRASKA, LINCOLN, NEBRASKA 68508 (\$1.50). MAKE CHECKS PAYABLE TO THE UNIV. OF NEBRASKA.

ACCESSION NUMBER: ED047297

PUBLICATION DATE: 19 NOV 70

TITLE: LITERACY IN THE VERNACULAR: THE NAVAJO READING STUDY.

PERSONAL AUTHOR: SPOLSKY, BERNARD

DESCRIPTOR: *ACCULTURATION; *AMERICAN INDIANS; BILINGUAL
EDUCATION; COMMUNITY SCHOOLS; *LITERACY; *NAVAHO;
QUESTIONNAIRES; *READING; READING DIFFICULTY; SCHOOL ROLE;
SURVEYS

DESCRIPTIVE NOTE: 14P.; PAPER READ AT THE COUNCIL ON
ANTHROPOLOGY AND EDUCATION SYMPOSIUM ON COGNITIVE AND
LINGUISTIC STUDIES, 69TH ANNUAL MEETING OF THE AMERICAN
ANTHROPOLOGICAL ASSOCIATION, SAN DIEGO, CALIFORNIA, NOVEMBER
19, 1970

THIS PAPER NOTES THE TENDENCY AMONG NON-LITERATE PEOPLES
SUCH AS THE AMERICAN INDIANS TO LOSE THEIR NATIVE LANGUAGE
AS THE DEMANDS OF MODERN TECHNOLOGY INCREASINGLY PUSH THEM
TOWARDS LITERACY IN A LANGUAGE WHICH IS NOT THEIR OWN, AND
ARGUES THAT LITERACY IN THE VERNACULAR LANGUAGE MAY PRESENT
SUCH ACCULTURATION AND LANGUAGE LOSS FROM GOING HAND IN
HAND. RELATING THIS TO THE NAVAJO INDIANS, THE AUTHOR SHOWS
THAT, DESPITE THE RELATIVE INEFFECTIVENESS OF ENGLISH
TEACHING PROGRAMS, NAVAJO IS STEADILY DECLINING. THUS,
ALTHOUGH THE RECENT NAVAJO READING STUDY INDICATES THAT IT
IS STILL THE MAIN LANGUAGE OF NAVAJO-POPULATED AREAS, NAVAJO
CONTINUES TO DECLINE AS MORE ROADS ARE BUILT, AS MORE
CHILDREN COMPLETE SCHOOL, AND AS THE RESERVATION IS
INCREASINGLY EXPOSED TO THE OUTSIDE WORLD. THE AUTHOR FEELS
THAT THE ACHIEVEMENT OF LITERACY IN NAVAJO MIGHT PREVENT
THIS SHIFT TO ENGLISH. HE BELIEVES THAT PRESENT PROGRAMS
DIRECTED AT NAVAJO LITERACY MAY HAVE A BETTER CHANCE THAN
PAST ONES BECAUSE OF THE GROWING REALIZATION THAT TEACHING
READING IS EASIER IN A CHILD'S STRONGEST LANGUAGE AS WELL AS
BECAUSE OF THE COMMUNITY SCHOOL MOVEMENT, WHICH INCLUDES THE
TEACHING OF READING IN NAVAJO AS PART OF ITS PROGRAM FOR
COMMUNITY CONTROL OF NAVAJO SCHOOLS. (FWR)

ACCESSION NUMBER: ED047847

PUBLICATION DATE: APR 69

TITLE: COMMUNITY SCHOOL AT ROUGH ROCK.

PERSONAL AUTHOR: FRICKSON, DONALD A.; SCHWARTZ, HENRIETTA

DESCRIPTOR: *ACHIEVEMENT; *AMERICAN INDIANS; BILINGUAL
EDUCATION; BOARDING SCHOOLS; COMMUNITY ROLE; *COMMUNITY
SCHOOLS; COMMUNITY SURVEYS; CURRICULUM; *EDUCATION;
*EVALUATION; INTERVIEWS; SCHOOL ADMINISTRATION; TEACHER
CHARACTERISTICS

IDENTIFIER: *ROUGH ROCK DEMONSTRATION SCHOOL

DESCRIPTIVE NOTE: 333P.

THE OBJECTIVE OF THE EVALUATION OF ROUGH ROCK DEMONSTRATION SCHOOL (RRDS) ON THE NAVAJO RESERVATION WAS TO EXAMINE, IN TERMS OF ITS OWN STATED OBJECTIVES, THE SCHOOL'S ORGANIZATIONAL AND SOCIAL SYSTEM AS A WHOLE. CHAPTERS IN THE 1969 EVALUATION REPORT ARE "WHAT WE DID AND WHY," "THE SCHOOLS THAT WERE COMPARED," "COMMUNITY RELATIONSHIPS," "THE DORMITORIES," "PROGRAMS OF INSTRUCTION," "TEACHER CHARACTERISTICS AND CONCERNS," "PUPIL ATTITUDE AND ACHIEVEMENT," "HARBINGERS OF CHANGE," AND "GENERAL CONCLUSIONS." SCHOOLS INCLUDED IN THE COMPARATIVE STUDY WITH RRDS ARE ROCK POINT BOARDING SCHOOL, CHINLE BOARDING SCHOOL, AND CHINLE PUBLIC ELEMENTARY SCHOOL. AS STATED, THE MAIN COMPARISONS RELATE TO A CAREFULLY SELECTED SAMPLE OF PUPILS IN EACH SCHOOL (PUPIL CRITERIA ARE GIVEN FOR ALL 4 SCHOOLS). THE REPORT PROVIDES RESULTS OF INTERVIEWS HELD WITH TEACHERS, PARENTS, SCHOOL STAFF, AND OTHER COMMUNITY MEMBERS IN THE TARGET AREAS. AMONG THE FINDINGS, IT IS POINTED OUT THAT RRDS WAS BELIEVED TO BE A SUCCESSFUL EXPERIMENT IN INTRODUCING THE NEW CONCEPT OF INVOLVING INDIAN ADULTS TO EXERCISE AUTHORITY IN CONTROLLING THEIR OWN SCHOOL. HOWEVER, IT IS NOTED "THAT THE PRIMARY FOCUS OF ADMINISTRATORS (AT RRDS) SEEMED TO BE ON PUBLIC RELATIONS,...THAT THE SECONDARY EMPHASIS WAS ON AN EMPLOYMENT PROGRAM FOR LOCAL PEOPLE, AND THAT OTHER AFFAIRS OF THE SCHOOL WERE NEGLECTED" (SEE RC 005 062). NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (EL)

ACCESSION NUMBER: ED047853

PUBLICATION DATE: DEC 70

TITLE: BILINGUAL EDUCATION, A SELECTED BIBLIOGRAPHY.

PERSONAL AUTHOR: ALTUS, DAVID M., COMP.

DESCRIPTOR: *ABSTRACTS; AMERICAN INDIANS; *BIBLIOGRAPHIES;
BICULTURALISM; *BILINGUAL EDUCATION; *BILINGUALISM; ENGLISH
(SECOND LANGUAGE); *LANGUAGE INSTRUCTION; MEXICAN AMERICANS;
SPANISH SPEAKING; SUBJECT INDEX TERMS; TEACHING TECHNIQUES

DESCRIPTIVE NOTE: 228P.

THE BIBLIOGRAPHY WAS COMPILED TO PROVIDE ACCESS TO THE LATEST RESEARCH FINDINGS AND DEVELOPMENTS IN THE AREA OF BILINGUALISM AND BILINGUAL EDUCATION. PART I OF THE PUBLICATION CONTAINS 176 CITATIONS, WITH ABSTRACTS, WHICH HAVE APPEARED IN ALL "RESEARCH IN EDUCATION" ISSUES THROUGH JUNE OF 1970. PART II INCLUDES 28 CITATIONS FROM "CURRENT INDEX TO JOURNALS IN EDUCATION," BEGINNING WITH THE FIRST ISSUE IN JANUARY OF 1969 AND CONTINUING THROUGH THE JULY 1970 ISSUE. TWO SUBJECT INDEXES USING TERMS FROM THE "THESAURUS OF ERIC DESCRIPTORS" ARE INCLUDED: THE FIRST PERTAINS TO DOCUMENTS CITED IN "RIE;" THE SECOND APPLIES TO ARTICLES CITED IN "CIJE." ORDERING INFORMATION FOR DOCUMENTS CITED IS ALSO PROVIDED. (AN)

AVAILABILITY: MANAGER, DUPLICATING SERVICE, NEW MEXICO
STATE UNIVERSITY, P. O. BOX 3-CB, LAS CRUCES, NEW MEXICO
88001 (\$2.50)

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ACCESSION NUMBER: ED047855

PUBLICATION DATE: 7 FEB 71

TITLE: BILINGUAL EDUCATION IN SAN JUAN COUNTY, UTAH: A CROSS CULTURAL EMPHASIS.

PERSONAL AUTHOR: COTTRELL, MILFORD C.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; BICULTURALISM; *BILINGUAL EDUCATION; CURRICULUM DEVELOPMENT; ENGLISH (SECOND LANGUAGE); PARENT TEACHER COOPERATION; *PROGRAM EVALUATION; *SELF CONCEPT

DESCRIPTIVE NOTE: 25P.; PAPER PRESENTED AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION ANNUAL CONVENTION, 4-7 FEBRUARY 1971, NEW YORK, NEW YORK

AN EXPERIMENTAL BILINGUAL PROGRAM WITH A BICULTURAL EMPHASIS WAS INITIATED IN 3 UTAH SCHOOLS: (1) TO PREVENT RETARDATION IN ACADEMIC AREAS BY PROVIDING INSTRUCTION IN ALL SUBJECT MATTER AREAS IN THE NATIVE LANGUAGE OF THE CHILD, (2) TO BUILD A POSITIVE SELF-IMAGE BY PROVIDING LESSONS ON THE HERITAGE OF THE NAVAJO PEOPLE AND BY DEVELOPING A BICULTURAL APPROACH IN WHICH TEACHERS FURNISH MODELS OF SUCCESSFUL CULTURAL SYNTHESIS, (3) TO DEVELOP CLOSER COMMUNICATION AND MUTUAL UNDERSTANDING BETWEEN PARENTS AND TEACHERS, AND (4) TO DEVELOP A CURRICULUM REFLECTING THE NEEDS OF A PEOPLE WITH A RICH CULTURAL HERITAGE WHO ARE FORCED TO MAKE ACCOMMODATIONS TO THE ECONOMICS OF ANOTHER CULTURE. STAFF TRAINING WAS CONDUCTED UNDER CONTRACT WITH BIRGHAM YOUNG UNIVERSITY USING PRE-SCHOOL AND BI-MONTHLY WORKSHOPS. STUDENTS PARTICIPATING IN THE PROGRAM RANGED IN AGE FROM 5 TO 7 YEARS AND WERE IN KINDERGARTEN OR FIRST GRADE. CURRICULUM CONTENT WAS THAT REQUIRED BY THE DISTRICT AND STATE, WITH THE EXCEPTIONS OF INSTRUCTION IN HISTORY AND CULTURE OF INDIANS (WITH AN EMPHASIS ON THE NAVAJO) AND THE INSTRUCTION OF ENGLISH AS A SECOND LANGUAGE. PROGRAM EVALUATION YIELDED THE CONCLUSIONS THAT: (1) THE BILINGUAL PROGRAM WAS ACCEPTED WITH ENTHUSIASM BY PARENTS, (2) CHILDREN IN BILINGUAL CLASSROOMS WERE MAINTAINING SELF-IMAGES AS POSITIVE AS NAVAJO CHILDREN WHO HAD BEEN MORE HIGHLY INTEGRATED INTO THE ANGLO CULTURE, AND (3) ACADEMIC ACHIEVEMENT OF NAVAJO CHILDREN IN BILINGUAL CLASSROOMS WAS EQUAL TO OR GREATER THAN THAT OF NAVAJO CHILDREN LIVING IN OR NEAR ANGLO COMMUNITIES. (JH)

ACCESSION NUMBER: ED047869

PUBLICATION DATE: 7 FEB 71

TITLE: RATIONALE FOR EARLY CHILDHOOD BILINGUAL-BICULTURAL EDUCATION.

PERSONAL AUTHOR: AYALA, ARMANDO A.

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; *CULTURAL AWARENESS; EARLY CHILDHOOD EDUCATION; EDUCATIONAL IMPROVEMENT; EDUCATIONALLY DISADVANTAGED; *LANGUAGE HANDICAPPED; *MEXICAN AMERICANS; MINORITY GROUP TEACHERS; STUDENT ALIENATION; *TEACHER EDUCATION

DESCRIPTIVE NOTE: 17P.; PAPER PRESENTED AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION ANNUAL CONVENTION, 4-7 FEBRUARY 1971, NEW YORK, NEW YORK

THE DOCUMENT PRESENTS A RATIONALE FAVORING EARLY CHILDHOOD BILINGUAL-BICULTURAL EDUCATION. IN A REVIEW OF THE LITERATURE, THE AUTHOR POINTS OUT THE NEED FOR A BILINGUAL APPROACH TO EDUCATION IN AN EFFORT TO HELP NON-ENGLISH-SPEAKING CITIZENS LEAD MORE PRODUCTIVE LIVES IN OUR SOCIETY. IT IS NOTED THAT THERE IS OPPOSITION TO THIS APPROACH FROM THE MANY INVESTIGATORS WHO CLAIM THAT THERE IS EVIDENCE LINKING NATIVE BILINGUALISM WITH RETARDATION AND UNDERACHIEVEMENT IN SCHOOLS. THE AUTHOR CITES THE MORE RECENT STUDIES WHICH SHOW THAT THIS HANDICAP RESULTS FROM THE WAY COMMUNITIES AND SCHOOLS HAVE DEALT WITH CHILDREN WHO SPEAK ANOTHER LANGUAGE AND NOT FROM THE CHILDREN'S BILINGUALISM; THUS, HE FEELS IT IS DESIRABLE TO ERASE THE REIGNING ANGLO STEREOTYPE AND TO RECOGNIZE THE MEXICAN AMERICAN IN DEVELOPING CURRICULA AND EDUCATIONAL PROGRAMS. INCLUDED IN THE DOCUMENT ARE DISCUSSIONS OF TYPES OF BILINGUAL PROGRAMS AND THOUGHT PROCESSES INVOLVED, ALONG WITH CONCLUSIONS AND RECOMMENDATIONS FOR CONTINUING BILINGUAL-BICULTURAL EDUCATIONAL PROGRAMS AND CORRESPONDING TEACHER EDUCATION PROGRAMS. (EJ)

ACCESSION NUMBER: ED048961

PUBLICATION DATE: APR 71

TITLE: MEXICAN AMERICAN EDUCATION, A SELECTED BIBLIOGRAPHY.
SUPPLEMENT NO. 1.

PERSONAL AUTHOR: ALTUS, DAVID M., COMP.

DESCRIPTOR: *ABSTRACTS; ACADEMIC ACHIEVEMENT;
*BIBLIOGRAPHIES; BILINGUAL EDUCATION; *ENGLISH (SECOND
LANGUAGE); *MEXICAN AMERICANS; SPANISH AMERICANS; *SPANISH
SPEAKING

DESCRIPTIVE NOTE: 206P.

ACCESS TO SOME OF THE LATEST RESEARCH FINDINGS AND DEVELOPMENTS IN THE EDUCATION OF MEXICAN AMERICAN CHILDREN AND ADULTS IS PROVIDED BY THIS BIBLIOGRAPHY, WHICH IS A SUPPLEMENT TO THE BASIC BIBLIOGRAPHY (ED 031 352). ACADEMIC ACHIEVEMENT, BILINGUAL EDUCATION, AND TEACHING ENGLISH AS A SECOND LANGUAGE ARE EMPHASIZED. INCLUDED ARE MORE THAN 150 CITATIONS AND ABSTRACTS WHICH HAVE APPEARED IN "RESEARCH IN EDUCATION" FROM JUNE OF 1969 THROUGH DECEMBER OF 1970, AS WELL AS 23 CITATIONS WHICH HAVE APPEARED IN "CURRENT INDEX TO JOURNALS IN EDUCATION" FROM JANUARY OF 1969 THROUGH JUNE OF 1970. ORDERING INFORMATION AND SUBJECT INDEXES ARE INCLUDED. (JH)

AVAILABILITY: MANAGER, DUPLICATING SERVICE, NEW MEXICO
STATE UNIVERSITY, P. O. BOX 3-CB, LAS CRUCES, NEW MEXICO
88001 (\$2.50)

ACCESSION NUMBER: ED049841

PUBLICATION DATE: 68

TITLE: THE MEXICAN AMERICAN: QUEST FOR EQUALITY.

DESCRIPTOR: BILINGUAL EDUCATION; *DROPOUTS; *EDUCATIONAL
NEEDS; *EQUAL EDUCATION; FEDERAL LEGISLATION; *MEXICAN
AMERICANS; *SPANISH AMERICANS; TESTING

DESCRIPTIVE NOTE: 20P.

THE 1968 BOOKLET, A REPORT BY THE NATIONAL ADVISORY COMMITTEE ON MEXICAN AMERICAN EDUCATION, CONTAINS A BRIEF DESCRIPTION OF THE PROBLEMS FACING MORE THAN 5 MILLION MEXICAN AMERICANS IN OUR SOCIETY. ACCORDING TO THE REPORT, THE FAILURE OF EDUCATION HAS BEEN THE FAILURE TO RECOGNIZE THE NEEDS OF MEXICAN AMERICAN STUDENTS; THIS IS EVIDENCED BY THEIR HIGH DROPOUT RATE. THE REPORT ALSO NOTES THAT, BECAUSE OF THE LANGUAGE BARRIER AND THE LACK OF SUITABLE INSTRUMENTS TO TEST THE INTELLIGENCE AND THE LEARNING POTENTIAL OF MEXICAN AMERICAN CHILDREN, THEY ARE LABELED AS "MENTALLY RETARDED" (E.G., IN CALIFORNIA, MEXICAN AMERICAN STUDENTS ACCOUNT FOR MORE THAN 40% OF THE SO-CALLED MENTALLY HANDICAPPED). INCLUDED IN THE BOOKLET IS A SECTION ENTITLED "BLUEPRINT FOR ACTION," WHICH LISTS 11 SUGGESTIONS FOR WORKING TOWARD SOLUTIONS TO THE PROBLEMS OF EDUCATING MEXICAN AMERICAN CHILDREN. (EJ)

ACCESSION NUMBER: ED049844

PUBLICATION DATE: 12 JUN 70

TITLE: TEACHER-AIDE GUIDE FOR NAVAJO AREA.

DESCRIPTOR: *AMERICAN INDIANS; *BILINGUAL TEACHER AIDES;
*BOARDING SCHOOLS; CHILDRENS GAMES; CREATIVE ACTIVITIES;
EFFECTIVE TEACHING; ELEMENTARY GRADES; ENGLISH (SECOND
LANGUAGE); HANDICRAFTS; *LEARNING ACTIVITIES; PROGRAM
GUIDES; SELF CONCEPT; STORY READING; TEACHER ROLE; *TEACHER
WORKSHOPS

IDENTIFIER: *NAVAJOS

DESCRIPTIVE NOTE: 219P.; REPORT ON TEACHER-AIDE WORKSHOP,
DZILTH-NA-O-DITH-HLE BOARDING SCHOOL, BLOOMFIELD, NEW
MEXICO, JUNE 8-12, 1970

RESULTS OF A 1970 TEACHER AND NAVAJO AIDE WORKSHOP,
SPONSORED BY THE NAVAJO AREA DIVISION OF EDUCATION, ARE
COMPILED IN THIS GUIDE DEVELOPED PARTICULARLY FOR USE BY
THOSE WHO WORK WITH INDIAN STUDENTS. WORKSHOP CURRICULUM
CONTENT AND OBJECTIVES ARE PROVIDED, AS WELL AS A SECTION ON
ROLE IDENTIFICATION FOR TEACHER/AIDE TEAMS; CHECKLISTS
CONCERNING SELF-EVALUATION FOR TEACHERS AND AIDES;
DISCUSSION ON EFFECTIVENESS OF TEACHER AND AIDE IN TERMS OF
SUCH FACTORS AS RAPPORT, LIAISON, AND CULTURE; INFORMATION
ON DEVELOPMENT OF A CONSTRUCTIVE SELF-IMAGE IN CHILDREN;
FINGERPLAYS, SONGS, AND GAMES FOR TEACHING ENGLISH AS A
SECOND LANGUAGE (ESL); USE AND DEVELOPMENT OF ARTS AND
CRAFTS; RECOMMENDED GAMES AND ACTIVITIES; 4 ORIGINAL STORIES
REWRITTEN TO TEACH READING USING ESL STRUCTURES WITHOUT
CONTEXT; AND A CHILD'S COOKBOOK FOR VEGETABLES, FRUITS, AND
SWEET FOODS. IN ADDITION, PARTICIPANT EVALUATION OF WORKSHOP
ACTIVITIES IS PRESENTED IN TABULAR FORM. (AN)

ACCESSION NUMBER: ED049861

PUBLICATION DATE: AUG 66

TITLE: A STATUS STUDY OF THE ACADEMIC CAPABILITIES AND ACHIEVEMENTS OF THREE ETHNIC GROUPS: ANGLO, NEGRO, AND SPANISH SURNAME, IN SAN ANTONIO, TEXAS.

PERSONAL AUTHOR: MCDOWELL, NEIL ALLEN

DESCRIPTOR: *ABILITY; *ACADEMIC ACHIEVEMENT; ANGLO AMERICANS; BILINGUAL STUDENTS; *CROSS CULTURAL STUDIES; CULTURALLY DISADVANTAGED; DISADVANTAGED YOUTH; DOCTORAL THESES; INTELLIGENCE; *MEXICAN AMERICANS; *NEGRO STUDENTS; READING ACHIEVEMENT; SOCIAL CLASS

DESCRIPTIVE NOTE: 186P.; DOCTOR'S DISSERTATION SUBMITTED TO THE UNIVERSITY OF TEXAS, AUSTIN

THE DOCTORAL DISSERTATION COMPARED INTELLIGENCE, GENERAL ABILITY, AND READING ACHIEVEMENT OF 735 NEGRO, ANGLO, AND SPANISH-SURNAMED FIRST-GRADERS FROM THE SAN ANTONIO INDEPENDENT SCHOOL DISTRICT. INTELLIGENCE AND GENERAL ABILITY WERE MEASURED BY PRETEST. THE "GOODENOUGH-HARRIS DRAW-A-MAN TEST" WAS USED TO TEST INTELLIGENCE AND "THE INTER-AMERICAN TEST OF GENERAL ABILITY, LEVEL ONE" MEASURED READING READINESS. READING ACHIEVEMENT WAS MEASURED BY THE "INTER-AMERICAN TEST, READING LEVEL I" (ENGLISH FORM). ANGLO CHILDREN SCORED SIGNIFICANTLY HIGHER THAN SPANISH-SURNAMED OR NEGRO CHILDREN IN GENERAL ABILITY AND INTELLIGENCE AS MEASURED BY THE INITIAL TESTS. SIGNIFICANT DIFFERENCES WERE ALSO FOUND AMONG THE SOCIAL CLASSES, GENERALLY FAVORING THE UPPER CLASSES. ALL FURTHER ANALYSIS WAS EITHER PROHIBITIVE OR DID NOT REVEAL SIGNIFICANT DIFFERENCES. TESTING PROCEDURES AND INAPPROPRIATENESS OF SOME OF THE INSTRUMENTS USED LIMITED RELIABILITY OF THE FINDINGS. (THIS DOCUMENT IS SUPPLEMENT NO. 2 TO A DISSERTATION PREVIOUSLY ANNOUNCED IN "RIE" AS ED 026 217.) (MB)

AVAILABILITY: UNIVERSITY MICROFILMS, INC., 300 NORTH ZEEB ROAD, ANN ARBOR, MICHIGAN 48106 (ORDER NO. 67-3322, MICROFILM \$3.00, XEROGRAPHY \$8.60)

ACCESSION NUMBER: ED049876

PUBLICATION DATE: 70

TITLE: AN OVERVIEW OF RESEARCH ON BILINGUALISM.

PERSONAL AUTHOR: TAYLOR, MARIE E.

DESCRIPTOR: *BILINGUALISM; *ENGLISH (SECOND LANGUAGE);
*LANGUAGE ABILITY; LANGUAGE INSTRUCTION; *MEXICAN AMERICANS;
SECOND LANGUAGE LEARNING; SELF ACTUALIZATION; *SPANISH
SPEAKING

DESCRIPTIVE NOTE: 20P.

THE RESEARCH PRESENTED IN THIS DOCUMENT "RELATES TO MANY QUESTIONS ABOUT BILINGUALISM WHICH EDUCATORS NEED TO EXPLORE." FIRST, 4 DEGREES OF BILINGUALISM ARE LISTED WHICH REFER TO LEVELS OF PROFICIENCY: (1) THE IMMIGRANT LEARNS ENGLISH VIA HIS MOTHER TONGUE AND ENGLISH IS USED INFREQUENTLY; (2) THE IMMIGRANT SPEAKS BOTH HIS NATIVE TONGUE AND ENGLISH BUT HIS MOTHER TONGUE IS STILL DOMINANT; (3) THE LANGUAGES FUNCTION INDEPENDENTLY OF EACH OTHER; AND (4) ENGLISH REPLACES THE MOTHER TONGUE IN ALL BUT THE MOST PRIVATE DOMAINS. AS NOTED, A SYNTHESIS OF PREVIOUS RESEARCH DONE ON RELATED FACTORS POINTS TO LANGUAGE APTITUDE AS BEING A COMBINATION OF MANY SKILLS. STRONG PERSONAL MOTIVATION APPEARS TO BE REQUIRED FOR ANY INDIVIDUAL TO ACQUIRE A SECOND LANGUAGE. VERBAL IQ AND MOTIVATION SEEM TO BE THE MOST IMPORTANT FACTORS IN PREDICTING SUCCESS IN LEARNING A FOREIGN LANGUAGE. WHILE THE NEW METHODS OF TEACHING LANGUAGES DO NOT SHOW THE ADVANTAGES OFTEN CLAIMED, THEY ARE NO WORSE THAN THE OLD METHODS; HOWEVER, SOME RESEARCH SUPPORTS THE HYPOTHESIS THAT SPANISH-SPEAKING PUPILS ARE BETTER ABLE TO LEARN WHEN THEY USE THEIR NATIVE LANGUAGE AND HAVE SYSTEMATIC INSTRUCTION IN ENGLISH AS A SECOND LANGUAGE. A 66-ITEM REFERENCE LIST IS INCLUDED. (MJB)

ACCESSION NUMBER: ED049883

PUBLICATION DATE: FEB 71

TITLE: PROCEEDINGS: TENTH AND ELEVENTH INDIAN EDUCATION
CONFERENCE 1969 AND 1970.

DESCRIPTOR: ADMINISTRATION; *AMERICAN INDIANS; BILINGUAL
EDUCATION; COMMUNITY; *CONFERENCE REPORTS; *ECONOMIC
DEVELOPMENT; *EDUCATION; *EDUCATIONAL IMPROVEMENT; FEDERAL
PROGRAMS; HEALTH; HIGHER EDUCATION; INNOVATION; LAWS;
SCHOOLS; SERVICES

DESCRIPTIVE NOTE: 45P.; PROCEEDINGS OF INDIAN EDUCATION
CONFERENCES (10TH AND 11TH, TEMPE, ARIZONA, 1969 AND 1970)

PROCEEDINGS ARE PRESENTED OF THE 10TH AND 11TH ANNUAL
INDIAN EDUCATION CONFERENCES HOSTED BY ARIZONA STATE
UNIVERSITY OF TEMPE. AS REPORTED, THE CONFERENCES WERE
CONDUCTED TO FACILITATE ACTIVITIES RELATING TO AMERICAN
INDIANS IN THEIR EFFORTS FOR SELF-DETERMINED ADVANCEMENT IN
EDUCATION AND IN OTHER AREAS OF LIFE. DRAWING UPON
LEADERSHIP OF INDIANS AS WELL AS NON-INDIANS, THE
CONFERENCES WERE CONDUCTED WITH A SERIES OF SCHEDULED
WORKSHOPS AND PANEL DISCUSSIONS. THE 10TH CONFERENCE, HELD
IN MARCH OF 1969, HAD AS ITS THEME "TOOLS TO MEET THE NEW
HORIZONS FOR INDIAN EDUCATION." PROCEEDINGS OF THIS
CONFERENCE ARE REPORTED UNDER SUCH HEADINGS AS INDIAN HEALTH
SERVICES, INDIAN COMMUNITY ACTION PROJECT CONSORTIUM,
LOOKING FORWARD IN INDIAN EDUCATION, FEDERAL ASSISTANCE TO
PUBLIC SCHOOLS, NATIONAL INDIAN WORKSHOPS ON IN-SERVICE
AFFAIRS, ECONOMIC DEVELOPMENT AND HOUSING, AN INNOVATION IN
INDIAN EDUCATION, OUR COMMUNITY COLLEGE, NATIONAL INDIAN
WORKSHOP ON INDIAN AFFAIRS, AND ADMINISTRATION OF JUSTICE IN
TRIBAL COURTS AND SPECIAL PROGRAMS FOR INDIAN LAW STUDENTS.
THE 11TH CONFERENCE, HELD IN MARCH OF 1970, HAD AS ITS THEME
"UTILIZATION OF EDUCATIONAL TOOLS FOR PROGRESS IN INDIAN
EDUCATION." PROCEEDINGS OF THIS CONFERENCE ARE REPORTED
UNDER SUCH HEADINGS AS STUDENT MOTIVATION, BILINGUAL
EDUCATION AND LOCAL CONTROL OF SCHOOLS, TRIBAL ECONOMIC
DEVELOPMENT, INSTRUCTIONAL SERVICES FOR INDIAN SCHOOLS,
TEACHER AIDE PROGRAMS, COLLEGE SERVICES OFFERED INDIAN
COLLEGE STUDENTS, AND INDIAN MANPOWER DEVELOPMENT. REMARKS
BY PANEL LEADERS AND DISCUSSIONS BY PARTICIPANTS ARE
INCLUDED IN THE DOCUMENT. (EL)

BEST COPY AVAILABLE

ACCESSION NUMBER: ED050832

PUBLICATION DATE: 65

TITLE: PSYCHO-PHYSIOLOGICAL PROBLEMS OF THE INDIANS OF NEW MEXICO LEARNING A SECOND LANGUAGE.

PERSONAL AUTHOR: SANDO, JOE S.

DESCRIPTOR: *AMERICAN INDIANS; *BILINGUALISM; *EDUCATION;
*ENGLISH (SECOND LANGUAGE); *LANGUAGE; LINGUISTICS; NAVAHO;
ORAL COMMUNICATION; SPANISH

IDENTIFIER: *NEW MEXICO

DESCRIPTIVE NOTE: 21P.

ACCORDING TO THE DOCUMENT, LEARNING THE ENGLISH LANGUAGE IS COMPARABLE TO LEARNING A FOREIGN LANGUAGE FOR THE AMERICAN INDIAN CHILD. THUS, A BRIEF HISTORY OF THE INDIANS OF NEW MEXICO IS GIVEN IN ORDER TO EMPHASIZE LANGUAGE DIFFERENCES AND PROBLEMS ARISING IN LEARNING A NEW TONGUE. AS POINTED OUT, SECOND-LANGUAGE LEARNING REQUIRES A CHANGE IN PATTERN OF INTONATION, STRESS, RHYTHM, AND MEANINGS IN ADDITION TO THE PHONEMES. MAJOR LINGUISTIC FAMILIES OF THE AMERICAN INDIANS IN NEW MEXICO ARE DISCUSSED, THEREBY POINTING UP PROBLEMATIC AREAS WHICH COULD RELATE TO ACADEMIC DIFFICULTIES FOR THE AMERICAN INDIAN. IT IS BELIEVED THAT THE MONOLINGUAL INDIAN 6-YEAR-OLD, ENTERING SCHOOL FOR THE FIRST TIME, IS AT A GREAT DISADVANTAGE WHEN COMPARED WITH AN ENGLISH-SPEAKING 6-YEAR-OLD ENTERING THE SAME SCHOOL AND HAVING A LISTENING VOCABULARY OF PERHAPS 8,000 TO 10,000 ENGLISH WORDS. (EL)

ACCESSION NUMBER: ED050882

PUBLICATION DATE: AUG 70

TITLE: AN EVALUATION OF SUPPLEMENTARY TECHNIQUES FOR
CORRECTING IDIOM AND VOCABULARY PROBLEMS OF BILINGUAL
STUDENTS.

PERSONAL AUTHOR: RICHARDS, DAVID R.

DESCRIPTOR: *AMERICAN INDIANS; *BILINGUAL EDUCATION;
*ELEMENTARY SCHOOL STUDENTS; ENGLISH (SECOND LANGUAGE);
*LANGUAGE; MASTERS THESES; NAVAHO; ORAL COMMUNICATION;
*READING ACHIEVEMENT; READING TESTS; VOCABULARY

DESCRIPTIVE NOTE: 37P.; MASTER'S THESIS SUBMITTED TO
BRIGHAM YOUNG UNIVERSITY, PROVO, UTAH

THE STUDY WAS CONDUCTED WITH THE UNDERSTANDING THAT BILINGUAL NAVAJO INDIAN STUDENTS ATTEMPTING TO GET AN EDUCATION IN THE PUBLIC SCHOOL SYSTEM ARE FACED WITH LEARNING TO READ THE ENGLISH LANGUAGE UNDER THE CONVENTIONAL METHOD. AS STATED, THE PRIMARY PURPOSE OF THIS STUDY WAS TO DETERMINE IF THE INDIAN AND NON-INDIAN CHILDREN IN GRADES 4, 5, AND 6 OF THE SAN JUAN COUNTY SCHOOL DISTRICT, UTAH, COULD INCREASE THEIR READING VOCABULARY USING 6 CONVENTIONAL BASAL READERS AND ACCOMPANYING DICTIONARIES, THE "LITTLE DICTIONARIES FOR VOCABULARY AND IDIOMS," DURING THE SCHOOL YEAR 1969-70. THESE INVESTIGATOR-CONSTRUCTED DICTIONARIES CONTAINED ENGLISH DEFINITIONS OF EVERY IDIOM AND VOCABULARY ITEM IN THE BASAL READERS THAT THE RESEARCHER DEEMED QUESTIONABLE IN TERMS OF UNDERSTANDING BY A BILINGUAL STUDENT. RESULTS OF THE PRE- AND POST-TEST WERE STATISTICALLY COMPARED USING THE T-RATIO. GENERAL FINDINGS WERE THAT GRADES 5 AND 6 OF THE EXPERIMENTAL INDIAN GROUP SHOWED SIGNIFICANT GAINS IN VOCABULARY SKILLS; GRADE 4 INDIAN STUDENTS IN THE EXPERIMENTAL GROUPS GAINED HIGHER THAN GRADE 4 INDIANS IN THE CONTROL GROUP; AND GRADE 4 NON-INDIANS IN THE CONTROL GROUP GAINED SIGNIFICANTLY HIGHER THAN INDIANS IN THE SAME GROUP. RECOMMENDATIONS ARE INCLUDED FOR REPLICATION AND FURTHER STUDY OF THE PROBLEM. (EL)

AVAILABILITY: INTER-LIBRARY LOAN FROM BRIGHAM YOUNG
UNIVERSITY, PROVO, UTAH

ACCESSION NUMBER: ED051715

PUBLICATION DATE: SEP 70

TITLE: THE CUTLER-DROSI INTERCULTURAL CENTER.

PERSONAL AUTHOR: LINDT, JOHN; NOSSE, MARILYN

DESCRIPTOR: BICULTURALISM; BILINGUAL EDUCATION; *COMMUNITY DEVELOPMENT; COMMUNITY INVOLVEMENT; *CULTURAL EDUCATION; CULTURAL ENRICHMENT; ENGLISH (SECOND LANGUAGE); *INTERCULTURAL PROGRAMS; *MEXICAN AMERICANS; *MINORITY GROUPS; MINORITY GROUP TEACHERS; SECOND LANGUAGE LEARNING; TEACHING METHODS

DESCRIPTIVE NOTE: 15P.; IN REACHING: CREATIVE APPROACHES TO BILINGUAL/BICULTURAL EDUCATION, SEP 1970

THE CONCEPT OF AN INTERCULTURAL CENTER, PRIMARILY LOCATED IN "INNER CITY" AREAS WITH A HIGH CONCENTRATION OF LOW INCOME MINORITY GROUPS, IS EXPLORED IN THIS DISCUSSION OF THE TULARE COUNTY, CALIFORNIA INSTITUTION. AN ATTEMPT TO REACH AND TEACH MEMBERS OF MINORITY GROUPS PRECLUDES A FORMALIZED APPROACH TO INSTRUCTION AND SEEKS TO DEVELOP GREATER INTERCULTURAL UNDERSTANDING THROUGH ALTERNATIVE METHODS OF TEACHING. PRINCIPAL REMARKS INCLUDE: (1) COMMUNITY DESCRIPTION, (2) INTERCULTURAL CENTER APPROACH TOWARD MEETING COMMUNITY NEEDS, AND (3) MULTI-CULTURALISM AND THE IDENTITY CRISIS. (RL)

ACCESSION NUMBER: ED051716

PUBLICATION DATE: SEP 70

TITLE: A BILINGUAL MATH-SCIENCE LEARNING CENTER.

PERSONAL AUTHOR: JOURDANE, JOHN R.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *BILINGUAL EDUCATION;
BILINGUAL STUDENTS; EDUCATIONAL RESEARCH; ELEMENTARY
SCHOOLS; ENGLISH (SECOND LANGUAGE); GRADE 6; INSTRUCTIONAL
MATERIALS; *INSTRUCTIONAL MATERIALS CENTERS; LINGUISTIC
COMPETENCE; *MATHEMATICS EDUCATION; *MEXICAN AMERICANS;
RESOURCE CENTERS; *SCIENCE EDUCATION

DESCRIPTIVE NOTE: 5P.; IN REACHING: CREATIVE APPROACHES TO
BILINGUAL/BICULTURAL EDUCATION, SEP 1970

THE PURPOSE OF THIS STUDY IS TO DETERMINE IF CHILDREN WHO
ATTEND A BILINGUAL MATH-SCIENCE CENTER WILL INCREASE THEIR
LEVEL OF PERFORMANCE TO A GREATER DEGREE THAN THEIR
COUNTERPARTS ON A TEST OF PROBLEM SOLVING AND SCIENTIFIC
THINKING. THE STUDY TESTS 86 SIXTH-GRADE STUDENTS IN THE
CUTLER ELEMENTARY SCHOOL IN THE CUTLER-OROSI UNIFIED SCHOOL
DISTRICT, CALIFORNIA. THE SEQUENTIAL TEST OF EDUCATIONAL
PROGRESS (STEP): SCIENCE 4B, DEVELOPED BY THE EDUCATIONAL
TESTING SERVICE, WAS ADMINISTERED TO THE STUDENTS. RESULTS
POINT OUT THAT THE EXPERIMENTAL GROUP WHICH ATTENDED THE
CENTER IMPROVED CONSIDERABLY MORE THAN THE CONTROL GROUP.
THE AUTHOR CONCLUDES THAT A MATH-SCIENCE CENTER SHOULD BE A
BASIC PART OF EVERY BILINGUAL SCHOOL. (RL)

ACCESSION NUMBER: FD051891

PUBLICATION DATE: NOV 70

TITLE: A STUDY IN CHILD CARE (CASE STUDY FROM VOLUME II-A):
"A HOUSE FULL OF CHILDREN." DAY CARE PROGRAMS REPRINT
SERIES.

PERSONAL AUTHOR: ZECKHAUSER, SALLY; RUOPP, RICHARD R.

DESCRIPTOR: *AMERICAN INDIANS; ANGLO AMERICANS;
*BILINGUALISM; COMMUNITY INVOLVEMENT; CULTURAL AWARENESS;
*DAY CARE PROGRAMS; *DAY CARE SERVICES; HEALTH PROGRAMS;
NUTRITION; ORGANIZATION; PARENT PARTICIPATION; PHYSICAL
FACILITIES; PROGRAM DESCRIPTIONS; *SELF CONCEPT; SOCIAL
SERVICES; VOLUNTEERS

IDENTIFIER: PROJECT HEAD START; UTE

DESCRIPTIVE NOTE: 49P.

THE UTE INDIAN TRIBE DAY CARE CENTER AT FORT DUCHESNE, UTAH, IS AN EXPANDED HEAD START PROGRAM SERVING UTE AND ANGLO CHILDREN. THE COMMUNITY CONTROL OF THE CENTER IS SIGNIFICANT: TWO-THIRDS OF THE STAFF ARE UTE; PARENTS WORK AS PAID STAFF AND VOLUNTEERS IN TEACHING SITUATIONS; MONTHLY PARENT MEETINGS ARE HELD; 40% OF THE PARENTS ARE INVOLVED IN A CAREER DEVELOPMENT PROGRAM; AND THE CENTER DISTRIBUTES ITS OWN MONTHLY NEWSLETTER. ETHNIC IDENTITY AND BILINGUAL COMMUNICATION ARE STRESSED IN THE DAY CARE PROGRAM. CHILDREN ARE TAUGHT ABOUT THEIR NATIVE LEGENDS, FOODS, CRAFTS AND DANCES. CENTER PERSONNEL FEEL THAT THE EMPHASIS ON UTE CULTURE GIVES UTE CHILDREN INCREASED TRIBAL PRIDE AND ANGLO CHILDREN A BETTER UNDERSTANDING OF THEIR INDIAN NEIGHBORS. CHILDREN IN THE CENTER ARE FREE TO CHOOSE THEIR OWN ACTIVITIES AND SELF-RELIANCE IS ENCOURAGED. THE CENTER PROVIDES A FULL-TIME NUTRITIONAL AND HEALTH PROGRAM. A FLOOR PLAN OF THE CENTER, A COMMUNITY HISTORY, AN EXPLANATION OF CENTER AND STAFF ORGANIZATION, A CHART OF THE USE OF THE COORDINATOR'S TIME, AND PARENT COMMENTS ARE INCLUDED IN THIS DOCUMENT. AN APPENDIX PROVIDES A SAMPLE DAILY SCHEDULE, WEEKLY MENU, PHYSICAL EXAM FORM AND CHILD INFORMATION FORM. (AJ)

ACCESSION NUMBER: ED051955

PUBLICATION DATE: 31 JUL 71

TITLE: REGION ONE BILINGUAL EDUCATION PROJECT. 1970-1971
FINAL EVALUATION REPORT.

DESCRIPTOR: *BILINGUAL EDUCATION; *EARLY CHILDHOOD
EDUCATION; ENGLISH EDUCATION; KINDERGARTEN; *MEXICAN
AMERICANS; *PRIMARY GRADES; *PROGRAM EVALUATION; READING
PROGRAMS; RESEARCH PROJECTS; SOCIALIZATION; STATISTICAL
ANALYSIS

IDENTIFIER: TEXAS

DESCRIPTIVE NOTE: 87P.

THE REPORT EVALUATES THE TEXAS EDUCATION SERVICE CENTER BILINGUAL PROGRAM PROVIDED IN REGION I DURING 1970-71. THE 3-YEAR PROGRAM, FOR MEXICAN AMERICAN STUDENTS HAVING LITTLE OR NO KNOWLEDGE OF THE ENGLISH LANGUAGE, WAS DESIGNED TO ENROLL STUDENTS AT THE KINDERGARTEN LEVEL AND CARRY THEM THROUGH GRADE 2. PROGRAM COMPONENTS INCLUDED A KINDERGARTEN COURSE DESIGNED TO TEACH SPANISH-SPEAKING STUDENTS TO READ SPANISH, A 2-YEAR SEQUENCE OF ORAL ENGLISH INSTRUCTION (KINDERGARTEN AND GRADE 1) COUPLED WITH A 2-YEAR EXPERIMENTAL ENGLISH READING PROGRAM (GRADES 1 AND 2), AND A 2-YEAR PROGRAM IN ENGLISH AND SPANISH DESIGNED TO TEACH 1ST AND 2ND GRADERS ABOUT THEIR FAMILIES, CULTURE, AND SCHOOL. THE PROGRAM, SERVING 1,210 STUDENTS FROM 5 PUBLIC AND 2 PAROCHIAL SCHOOLS, HAD AS ITS SPECIFIC OBJECTIVES (1) TO FIELD-TEST AND REVISE THE FIRST-YEAR SPANISH READING PROGRAM, (2) TO FIELD-TEST AND REVISE THE ENGLISH AS A SECOND LANGUAGE PROGRAM, (3) TO DEVELOP AND PILOT-TEST A FIRST-YEAR TRANSITIONAL ENGLISH READING PROGRAM, AND (4) TO DEVELOP AND PILOT-TEST A FIRST-YEAR SOCIAL EDUCATION PROGRAM. IN THE REPORT, EACH MAJOR OBJECTIVE IS EXAMINED IN TERMS OF ITS SPECIFIC OBJECTIVES, THE STUDENTS, EVALUATION MEASURES, AND RESULTS OF STUDENT TESTING. CONCLUSIONS AND RECOMMENDATIONS ARE PROVIDED FOR EACH OBJECTIVE. INCLUDED ARE 26 TABLES AND 2 FIGURES. (MJB)

ACCESSION NUMBER: ED052855

PUBLICATION DATE: JUN 70

TITLE: EVALUATION OF THE SECOND YEAR (1968-1969) OF THE SUSTAINED PRIMARY PROGRAM FOR BILINGUAL STUDENTS IN THE LAS CRUCES, NEW MEXICO PUBLIC SCHOOL SYSTEM.

PERSONAL AUTHOR: CORDOVA, IGNACIO R.; AND OTHERS

DESCRIPTOR: *ACHIEVEMENT GAINS; *BILINGUAL EDUCATION; CULTURAL PLURALISM; CURRICULUM DEVELOPMENT; GRADE 1; GRADE 2; INTELLIGENCE; KINDERGARTEN; LANGUAGE SKILLS; *MEXICAN AMERICANS; PARENT PARTICIPATION; *PRIMARY GRADES; SELF CONCEPT; *SPANISH SPEAKING; YEAR ROUND SCHOOLS

IDENTIFIER: LAS CRUCES; NEW MEXICO

DESCRIPTIVE NOTE: 118P.

EVALUATING THE 2ND-YEAR K-3 BILINGUAL PROGRAM IN 4 ELEMENTARY SCHOOLS, THIS DOCUMENT ASSESSED (1) THE INCREASE IN ACHIEVEMENT LEVEL OF SPANISH-SPEAKING PUPILS THROUGH USE OF A SUSTAINED K-3 PROGRAM; (2) THE STUDENT ACHIEVEMENT LEVEL BETWEEN BILINGUAL AND MONOLINGUAL PROGRAMS; (3) THE INVOLVEMENT OF SPANISH-SPEAKING PARENTS AS ADVISORS AND LEARNERS; (4) WHETHER A 12-MONTH 200-DAY SCHOOL YEAR SERVES THE LEARNER BETTER THAN A 180-DAY REGULAR SCHOOL YEAR; (5) THE INCREASE IN MEASURABLE MENTAL ABILITIES OF SPANISH-CULTURAL/LINGUISTIC-BACKGROUND CHILDREN; (6) THE ENHANCEMENT OF POSITIVE FEELINGS OF STUDENT SELF-WORTH; (7) THE DEVELOPMENT OF SKILLS FOR BILINGUAL-BICULTURAL INTERACTION; AND (8) A SCHOOL CURRICULUM WHICH UTILIZED THE CULTURE AND LANGUAGE OF SPANISH-BACKGROUND PUPILS. TWO EXPERIMENTAL GROUPS AND A CONTROL GROUP WERE EVALUATED VIA APPROPRIATE FORMS OF THE CALIFORNIA SHORT-FORM TEST OF MENTAL ABILITY AND THE METROPOLITAN READINESS AND ACHIEVEMENT TESTS, AND 4 OTHER INSTRUMENTS. AMONG THE CONCLUSIONS, IT WAS FOUND THAT FEMALES MADE GREATER GAINS THAN MALES IN LANGUAGE GROWTH, READING, AND NUMERICAL REASONING; THE CONTROL GROUP MADE SIGNIFICANT GAINS IN GRADE 1 BUT NOT GRADE 2; SUMMER INSTRUCTION APPEARS VALUABLE FOR BILINGUAL STUDENTS IN READING, WORD KNOWLEDGE, AND ARITHMETIC; AND PUPIL ADJUSTMENT AND PARENTAL-SCHOOL CONTACTS WERE INSIGNIFICANT. FOUR EVALUATION INSTRUMENTS ARE APPENDED. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (MJR)

AVAILABILITY: LAS CRUCES ELEMENTARY SCHOOL BILINGUAL PROGRAM, LAS CRUCES SCHOOL DISTRICT NO. 2, LAS CRUCES, NEW MEXICO 88001 (\$5.00)

ACCESSION NUMBER: ED052877

PUBLICATION DATE: 71

TITLE: EQUAL EDUCATIONAL OPPORTUNITY: HEARINGS BEFORE THE SELECT COMMITTEE ON EQUAL EDUCATIONAL OPPORTUNITY OF THE UNITED STATES SENATE, NINETY-FIRST CONGRESS, SECOND SESSION ON EQUAL EDUCATIONAL OPPORTUNITY, PART 4--MEXICAN AMERICAN EDUCATION.

DESCRIPTOR: ACADEMICALLY HANDICAPPED; *ACTIVISM; *BILINGUAL EDUCATION; COMMUNITY INVOLVEMENT; *EDUCATIONAL DISCRIMINATION; EDUCATIONAL OPPORTUNITIES; FEDERAL AID; *MEXICAN AMERICANS; *SOCIOECONOMIC INFLUENCES; TEACHER SELECTION; TESTING

DESCRIPTIVE NOTE: 256P.

HEARINGS ON MEXICAN AMERICAN EDUCATION, HELD FOR 4 DAYS IN AUGUST OF 1970 BEFORE THE SENATE SELECT COMMITTEE ON EQUAL EDUCATIONAL OPPORTUNITY, ARE RECORDED IN THIS PUBLICATION. WITNESSES BEFORE THE COMMITTEE INCLUDED MEXICAN AMERICAN EDUCATORS FROM CALIFORNIA AND TEXAS. PRESENTATIONS BY THESE WITNESSES EMPHASIZED SUCH AREAS AS LANGUAGE AND CULTURE, EDUCATIONAL LEVELS, BILINGUAL EDUCATION, INTEGRATION, FEDERAL FUNDING, SEGREGATION, STUDENT MILITANCY, SOCIAL ACTIVISM, HOME ENVIRONMENT, PUBLIC AND POLITICAL ATTITUDES, SCHOOL POLICIES, SCHOOL FACULTIES, COMMUNITY CONTROL AND INVOLVEMENT, THE GI BILL, AND EDUCATIONAL TRACKING. "SPANISH-SPEAKING PUPILS CLASSIFIED AS EDUCABLE MENTALLY RETARDED," A REPORT FROM THE CALIFORNIA STATE DEPARTMENT OF EDUCATION, IS INCLUDED IN THE PUBLICATION. (A RELATED DOCUMENT IS ED 045 795.) (JB)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 (\$1.00)

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ACCESSION NUMBER: ED053195

PUBLICATION DATE: 30 APR 71

TITLE: THE SELF-CONCEPT OF MEXICAN-AMERICAN YOUNGSTERS AND RELATED ENVIRONMENTAL CHARACTERISTICS.

PERSONAL AUTHOR: GUSTAFSON, RICHARD A.; OWENS, THOMAS R.

DESCRIPTOR: BILINGUAL STUDENTS; COGNITIVE ABILITY;
*ELEMENTARY SCHOOL STUDENTS; ENVIRONMENTAL INFLUENCES;
ETHNIC GROUPS; GRADE 3; GRADE 6; MATHEMATICS; *MEXICAN
AMERICANS; PREDICTOR VARIABLES; RATING SCALES; READING;
*SELF CONCEPT; SELF ESTEEM; *SELF EVALUATION; SPANISH
SPEAKING; *STUDENT EVALUATION

IDENTIFIER: PROJECT ABRAZO; SEI; *SELF ESTEEM INVENTORY

DESCRIPTIVE NOTE: 26P.; PAPER PRESENTED AT THE ANNUAL
MEETING OF THE CALIFORNIA EDUCATIONAL RESEARCH ASSOCIATION,
SAN DIEGO, CALIFORNIA, APRIL 1971

PROJECT ABRAZO IS A BILINGUAL RESEARCH PROGRAM DESIGNED TO
INVESTIGATE STRATEGIES WHICH MIGHT ENHANCE THE SELF-CONCEPT
OF MEXICAN-AMERICAN CHILDREN. A PORTION OF THE BASELINE DATA
COLLECTED FOR ABRAZO IS CONSIDERED WITH THREE PURPOSES IN
VIEW: (1) IS THERE ANY DIFFERENCE BETWEEN THE SELF-CONCEPT
OF MEXICAN-AMERICAN CHILDREN, NON-MEXICAN-AMERICAN AND
ANGLOS AT GRADES 3 AND 6? (2) WHAT IS THE DEGREE OF
AGREEMENT BETWEEN THE CHILD'S VIEW OF HIMSELF, HOW HE THINKS
HIS TEACHER SEES HIM, AND A TEACHER RATING OF HIS
SELF-CONCEPT? (3) WHICH BACKGROUND CHARACTERISTICS ARE GOOD
PREDICTORS OF SELF-CONCEPT AND ACHIEVEMENT IN MATHEMATICS
AND READING? (AG)

ACCESSION NUMBER: ED053587

PUBLICATION DATE: 5 MAY 71

TITLE: PLANNING CURRICULUM FOR BILINGUAL EDUCATION PROGRAMS:
KINDERGARTEN THROUGH GRADE 12.

PERSONAL AUTHOR: LEVENSON, STANLEY

DESCRIPTOR: ACADEMIC ACHIEVEMENT; BICULTURALISM; *BILINGUAL
EDUCATION; BILINGUAL TEACHER AIDES; CURRICULUM DEVELOPMENT;
*CURRICULUM PLANNING; EDUCATIONAL OBJECTIVES; ELEMENTARY
SCHOOLS; EXPERIMENTAL CURRICULUM; FEDERAL AID; INTERCULTURAL
PROGRAMS; LANGUAGE DEVELOPMENT; *LANGUAGE SKILLS; *MEXICAN
AMERICANS; RESOURCE TEACHERS; SECONDARY SCHOOLS; SELF
CONCEPT; SPANISH SPEAKING; *SPEECHES

IDENTIFIER: *PROJECT FRONTIER; SAN DIEGO COUNTY

DESCRIPTIVE NOTE: 13P.; PAPER PRESENTED AT THE FIFTH ANNUAL
TESOL CONVENTION, NEW ORLEANS, LA., MARCH 5, 1971

THIS SPEECH PROVIDES AN OUTLINE OF THE PLANNING PROCEDURE
AND FRAMEWORK FOR THE CURRICULUM USED IN THE BILINGUAL
EDUCATION PROGRAM, PROJECT FRONTIER, AT CHULA VISTA,
CALIFORNIA. IT EXPLAINS THE GOALS OF THE PROJECT WHICH IS
GRADUALLY BEING EXPANDED TO ALL GRADE LEVELS, AND IT
DESCRIBES HOW THE GOALS ARE INTERWOVEN INTO A FRAMEWORK MADE
UP OF UNITS OF LEARNING AT ANY ONE LEVEL. A DIAGRAM SHOWING
THE FRAMEWORK IS INCLUDED ALONG WITH A CHART SHOWING THE
STEPS FOLLOWED IN THE CURRICULUM DEVELOPMENT. A BIBLIOGRAPHY
IS INCLUDED. (VM)

ACCESSION NUMBER: ED053603

PUBLICATION DATE: APR 71

TITLE: TEACHING ENGLISH TO AMERICAN INDIANS.

PERSONAL AUTHOR: HOPKINS, THOMAS R.

DESCRIPTOR: *AMERICAN INDIANS; *BILINGUAL EDUCATION; CROSS CULTURAL TRAINING; *CURRICULUM DEVELOPMENT; *EDUCATIONAL POLICY; ENGLISH (SECOND LANGUAGE); ESKIMOS; FRENCH; LANGUAGE INSTRUCTION; MINORITY GROUPS; NAVAHO; SECOND LANGUAGE LEARNING; TEST CONSTRUCTION

IDENTIFIER: *BUREAU OF INDIAN AFFAIRS

DESCRIPTIVE NOTE: 8P.; SPECIAL ANTHOLOGY ISSUE AND MONOGRAPH 14

ENGLISH LANGUAGE INSTRUCTION IN SCHOOLS FOR AMERICAN INDIANS HAS PROGRESSED FROM THE ERA WHEN THERE WAS AN EFFORT TO ELIMINATE TRIBAL LANGUAGES AND REPLACE THEM WITH ENGLISH. FROM 1932 UNTIL RECENTLY TRIBAL LANGUAGES WERE ENCOURAGED, BUT THE EMPHASIS WAS ON ENGLISH. DURING THE PAST FOUR YEARS, BILINGUAL EDUCATION HAS EMERGED. THERE HAS BEEN SIGNIFICANT ACTIVITY IN CURRICULUM DEVELOPMENT, IN TESTING ENGLISH AS A SECOND LANGUAGE, AND IN RESEARCH. IN THE UNITED STATES AND CANADA, THE TREND SEEMS TO BE TOWARD USE OF THE NATIVE LANGUAGE AS WELL AS LEARNING A SECOND LANGUAGE. IT IS UNFORTUNATE THAT BILINGUAL EDUCATION HAS NOT BEEN A BASIC ELEMENT IN LANGUAGE LEARNING; IN ADDITION TO PROVIDING INSTRUCTION IN THE NATIVE LANGUAGE, IT DEVELOPS DIGNITY IN THE CHILD. THE ELIMINATION OF THE AMERICAN INDIAN LANGUAGES WOULD BE A GREAT LOSS. (VM)

JOURNAL CITATION: ENGLISH RECORD: V21 N4 P24-31 APR 1971

ACCESSION NUMBER: ED053614

PUBLICATION DATE: JUN 71

TITLE: BIBLIOGRAPHY OF INDIAN EDUCATION AND CURRICULUM INNOVATION.

PERSONAL AUTHOR: SCOON, ANNABELLE R.

DESCRIPTOR: ABSTRACTS; ACADEMIC ACHIEVEMENT; AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; BIBLIOGRAPHIES; *BILINGUAL EDUCATION; *CURRICULUM DEVELOPMENT; EDUCATIONAL INNOVATION; INSTRUCTIONAL MATERIALS; *REFERENCE MATERIALS; STUDENT INTERESTS; STUDENT NEEDS

DESCRIPTIVE NOTE: 62P.

THIS BIBLIOGRAPHY OF ERIC DOCUMENTS (BOTH JOURNAL AND NON-JOURNAL MATERIALS) CONTAINS MORE THAN 200 ENTRIES WITH ABSTRACTS. THE WORK IS INTENDED FOR THOSE SEEKING TO GAIN INSIGHT INTO THE CULTURAL AND SOCIOLOGICAL BACKGROUND OF THE AMERICAN INDIAN STUDENT, HIS ACADEMIC STRENGTHS AND WEAKNESSES, AND CURRENT INNOVATIONS IN THE DEVELOPMENT OF CURRICULUM FOR THESE STUDENTS. THE REPORT IS DIVIDED INTO THREE AREAS: (1) INDIAN EDUCATION AND BILINGUALISM, (2) GENERAL ASPECTS OF AMERICAN INDIAN EDUCATION, AND (3) INNOVATIVE CURRICULUM CONCEPTS AND MATERIALS. ORDER NUMBERS FOR THE DOCUMENTS WHICH ARE AVAILABLE FROM THE ERIC DOCUMENT REPRODUCTION SERVICE ARE INCLUDED. (RL)

ACCESSION NUMBER: ED053629

PUBLICATION DATE: 70

TITLE: CLARK COUNTY SCHOOL DISTRICT ESEA TITLE I FINAL
EVALUATION, 1969-70.

DESCRIPTOR: *AMERICAN INDIANS; BICULTURALISM; BILINGUAL
EDUCATION; BILINGUAL STUDENTS; EDUCATIONAL PROGRAMS;
*ENGLISH (SECOND LANGUAGE); EXPERIMENTAL SCHOOLS; FEDERAL
PROGRAMS; INSTRUCTIONAL PROGRAM DIVISIONS; MIGRANT CHILD
EDUCATION; PROGRAM CONTENT; PROGRAM EFFECTIVENESS; *PROGRAM
EVALUATION; QUESTIONNAIRES; *SPANISH SPEAKING; SUMMER
PROGRAMS

DESCRIPTIVE NOTE: 412P.

THIS DOCUMENT PRESENTS STATISTICAL DATA WITH EVALUATIVE
COMMENTARY ON THE VARIOUS ASPECTS AND ACTIVITIES OF THE
CLARK COUNTY, NEVADA, TITLE I, ESEA PROJECT. THE ACTIVITIES
EVALUATED INCLUDE: (1) SOCIAL EXPERIENCES FOR LANGUAGE
DEVELOPMENT, (1A) SUMMER EXTENSION OF SOCIAL EXPERIENCES FOR
LANGUAGE DEVELOPMENT, (2) BILINGUAL LANGUAGE DEVELOPMENT
PROGRAM FOR SPANISH-SPEAKING STUDENTS, (2A) SUMMER EXTENSION
OF BILINGUAL LANGUAGE DEVELOPMENT PROGRAM FOR
SPANISH-SPEAKING STUDENTS, (3) MOAPA MIGRANT STUDENT
PROGRAM, (3A) SUMMER EXTENSION OF MOAPA MIGRANT STUDENT
PROGRAM, (4) ST. YVES REMEDIAL PROGRAM, (5) ST. JUDES SUMMER
PROGRAM, (6) SPRING MOUNTAIN SUMMER PROGRAM, (7) SOUTHERN
NEVADA CHILDREN'S HOME REMEDIAL PROGRAM, AND (8) PRESERVICE
ACTIVITY. APPENDIXES FOR MANY OF THE ACTIVITIES INCLUDE
RESULTS DERIVED FROM A TITLE I TEACHER OPINIONNAIRE, A
FAMILY-AIDE OPINIONNAIRE, AND A PARENT-REACTION FORM. (RL)

ACCESSION NUMBER: ED053812

PUBLICATION DATE: JUL 71

TITLE: DEMONSTRATION AND TRAINING PROJECT FOR MIGRANT CHILDREN, MCALLEN, TEXAS. EARLY CHILDHOOD LEARNING SYSTEM. FINAL EVALUATION REPORT, 1970-71.

DESCRIPTOR: *BILINGUAL EDUCATION; COMMUNITY INVOLVEMENT; *EARLY CHILDHOOD EDUCATION; EVALUATION TECHNIQUES; *MEXICAN AMERICANS; *MIGRANT CHILDREN; PARENT EDUCATION; *PROGRAM EVALUATION; SEQUENTIAL PROGRAMS; TABLES (DATA)

IDENTIFIER: PARENT SCHOOL COMMUNITY INVOLVEMENT; PSCI

DESCRIPTIVE NOTE: 43P.

THIS IS A REPORT OF THE FINAL YEAR OF A 3-YEAR PROJECT TO DEVELOP A SEQUENTIAL EARLY CHILDHOOD EDUCATION PROGRAM TO MEET THE UNIQUE NEEDS OF 3-, 4-, AND 5-YEAR-OLD MIGRANT MEXICAN AMERICAN CHILDREN. THE BILINGUAL PROGRAM'S MAJOR COMPONENTS ARE INSTRUCTIONAL MATERIALS, STAFF DEVELOPMENT, AND PARENT-SCHOOL-COMMUNITY INVOLVEMENT. NINETY CHILDREN PARTICIPATED IN THE PROGRAM IN 1970-71, WITH TWO CLASSES OF 15 PUPILS EACH IN EACH OF THE THREE AGE GROUPS. EVALUATION WAS BASED ON CRITERION-REFERENCED TESTS GIVEN TO EXPERIMENTAL PUPILS AT THE BEGINNING AND END OF THE SCHOOL YEAR; AND NORM-REFERENCED TESTS, GIVEN TO EXPERIMENTAL CLASSES AND COMPARISON GROUPS OF THE SAME AGE, ETHNICITY, AND SOCIOECONOMIC BACKGROUND WHO ATTENDED DAY CARE CENTERS WITHOUT PLANNED INSTRUCTIONAL PROGRAMS. TEST FINDINGS REVEALED THAT CHILDREN IN THE LABORATORY PROGRAM MET THE CRITERION ON THE CURRICULUM-REFERENCED TESTS ON ALL BUT A FEW OF THE 25 UNITS. EXPERIMENTAL PUPILS SCORED HIGHER THAN COMPARISON PUPILS ON TESTS OF SPANISH AND ENGLISH COMPREHENSION, GENERAL CONCEPTS, AND NONVERBAL INTELLIGENCE. (AUTHOR/AJ)

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ACCESSION NUMBER: ED053849

PUBLICATION DATE: 24 APR 71

TITLE: THE ORGANIZATIONAL CLIMATE IN SCHOOLS HAVING HIGH CONCENTRATIONS OF MEXICAN-AMERICANS.

PERSONAL AUTHOR: GUSTAFSON, RICHARD A.; AND OTHERS

DESCRIPTOR: *BILINGUAL SCHOOLS; COMPARATIVE ANALYSIS;
*EDUCATIONAL ENVIRONMENT; FACTOR ANALYSIS; *MEXICAN
AMERICANS; PRINCIPALS; PSYCHOLOGICAL TESTS; *SCHOOL
ATTITUDES; *STANDARDIZED TESTS; STATISTICAL STUDIES; TEACHER
ATTITUDES; TEACHER BEHAVIOR; TEACHER CHARACTERISTICS

IDENTIFIER: CALIFORNIA

DESCRIPTIVE NOTE: 10P.; PAPER PRESENTED TO THE 51ST ANNUAL MEETING OF THE WESTERN PSYCHOLOGICAL ASSOCIATION, SAN FRANCISCO, CALIFORNIA, APRIL 24, 1971

PROJECT ABRAZO, A SPANISH BILINGUAL PROJECT IN 4 URBAN SCHOOLS HAVING OVER 50% MEXICAN AMERICAN COMPOSITION, OPERATES WITH THE OBJECTIVE OF CONDUCTING RESEARCH RELATED TO THE SELF-CONCEPT OF MEXICAN AMERICAN STUDENTS. IN CONNECTION WITH ABRAZO, THIS PAPER FOCUSES ON DESCRIBING THE ABRAZO SCHOOLS BY REPORTING ON THE ADMINISTRATION OF HALPIN AND CROFT'S ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE (OCDQ) TO 80 ABRAZO TEACHERS AND ADMINISTRATORS IN AN EFFORT TO ASSESS THE STAFF'S PERCEPTION OF THE SCHOOL CLIMATE AND TO COMPARE THE RESULTING PROFILE TO THE "NORM" DEVELOPED BY HALPIN AND CROFT. (CF. ED 002 897, THE HALPIN AND CROFT STUDY THAT PROVIDES THE FRAMEWORK FOR THE PRESENT STUDY.) MAJOR CONCLUSIONS WERE (1) THAT THE 4 ABRAZO SCHOOLS FELL TOWARD THE "OPEN" END OF HALPIN'S CONTINUUM OF SCHOOL CLIMATE, BETWEEN "AUTONOMOUS" AND "CONTROLLED," (2) THAT STAFF CHARACTERISTICS (AGE, PRIOR TEACHING EXPERIENCE, ETC.) WERE NOT SIGNIFICANTLY RELATED TO THE VARIOUS FACTORS OF SCHOOL CLIMATE, AND (3) THAT FACTOR ANALYSIS OF STAFF RESPONSES TO THE 64-ITEM OCDQ INDICATED MIXED RESULTS IN TERMS OF REPLICATING THE THEORETICAL ITEM CLUSTERING DEVELOPED BY HALPIN AND CROFT. INCLUDED ARE 2 FIGURES, 1 TABLE, AND 8 REFERENCES. (B0)

ACCESSION NUMBER: ED053852

PUBLICATION DATE: AUG 71

TITLE: HOW MEXICAN IS A SPANISH-SPEAKING MEXICAN AMERICAN?

PERSONAL AUTHOR: PATELLA, VICTORIA M.

DESCRIPTOR: BILINGUALISM; ETHNIC STEREOTYPES; FAMILY (SOCIOLOGICAL UNIT); *FOLLOWUP STUDIES; *GRADE 10; IDENTIFICATION (PSYCHOLOGICAL); *LANGUAGE USAGE; *MEXICAN AMERICANS; *SOCIOCULTURAL PATTERNS; SOCIOLINGUISTICS; SPANISH SPEAKING

IDENTIFIER: TEXAS

DESCRIPTIVE NOTE: 49P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE RURAL SOCIOLOGICAL SOCIETY, DENVER, COLORADO, AUGUST 1971

TO INVESTIGATE THE VALIDITY OF LANGUAGE USAGE AS AN INDICATOR OF IDENTIFICATION WITH THE MEXICAN AMERICAN SUBCULTURE, THIS STUDY HYPOTHESIZED THAT GREATER USE OF SPANISH THAN ENGLISH WOULD BE CORRELATED WITH CHARACTERISTICS CONSISTENT WITH THE IDEAL, TYPICAL, MEXICAN AMERICAN FAMILY IN TERMS OF FAMILY OF ORIENTATION AND ASPIRATIONS FOR FUTURE FAMILY OF PROCREATION. DATA FROM KUVLESKY AND PATELLA'S 1967 STUDY OF ABOUT 600 MEXICAN AMERICAN HIGH SCHOOL SOPHOMORES IN SOUTH TEXAS (CF. RELATED DOCUMENT, ED 040 777) WERE USED. WITH A FEW EXCEPTIONS, THE HYPOTHESIS WAS NOT SUPPORTED; HOWEVER, THE EXCEPTIONS INDICATED THAT LANGUAGE USAGE MAY WELL BE CORRELATED WITH CERTAIN ATTITUDES, BEHAVIORS, AND OTHER SUBTLE CHARACTERISTICS THAT CANNOT BE KNOWN WITHOUT FURTHER INVESTIGATION. IMPLICATIONS WERE DRAWN FOR THEORY, PAST AND FUTURE RESEARCH, METHODOLOGY, AND SOCIAL POLICY, PARTICULARLY IN THE EDUCATIONAL REALM (E.G., TEACHERS MUST NOT ASSUME THAT LANGUAGE USAGE PATTERNS INDICATE OTHER ASPECTS OF THE STUDENT'S ATTITUDES AND VALUES). NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT . (AUTHOR/BO)

ACCESSION NUMBER: ED054071

PUBLICATION DATE: SEP 71

TITLE: THE IMPLICATIONS OF BILINGUAL EDUCATION FOR
DEVELOPING MULTICULTURAL SENSITIVITY THROUGH TEACHER
EDUCATION.

PERSONAL AUTHOR: ZINTZ, MILES V.; AND OTHERS

DESCRIPTOR: AMERICAN INDIAN CULTURE; *BILINGUAL EDUCATION;
*CROSS CULTURAL TRAINING; *CULTURAL DIFFERENCES; *ENGLISH
(SECOND LANGUAGE); MEXICAN AMERICANS; SPANISH SPEAKING;
*TEACHER EDUCATION

DESCRIPTIVE NOTE: 76P.

TEACHERS MUST BE CONTINUOUSLY ALERT TO THE DIFFERENCES IN
LANGUAGES, VALUES, AND CUSTOMS AND SEEK TO UNDERSTAND THEIR
STUDENTS AS REAL PEOPLE. OTHERWISE THE STUDENT WHO MUST
LEARN ENGLISH AS A SECOND LANGUAGE DEVELOPS INSECURITY
INSTEAD OF SECURITY. WHEN THE ACCEPTABLE NORM IN A CLASS HAS
BEEN BASED ON THE WORK OF THE TYPICAL MIDDLE-CLASS ANGLO,
THE CULTURALLY DIFFERENT STUDENT HAS HAD FAILURE
PREDETERMINED FOR HIM. LANGUAGE MATURITY NEEDS TO BE
ASSESSED IN THESE CHILDREN IN TERMS OF AUDITORY
DISCRIMINATION OF ALL THE NECESSARY PHONEMES, AND THE
HABITUAL USE OF THE CORRECT SYNTAX OF GRAMMAR. INTERACTION
WITH THE TEACHER ON AN INDIVIDUAL BASIS IS ALSO CRUCIAL FOR
THE CHILD. IF THE CHILD UNDERSTANDS SOUND PATTERNS IN
ENGLISH, THE BEGINNING INSTRUCTION SHOULD BE IN ENGLISH; IF
HE UNDERSTANDS SPANISH, THE INSTRUCTION SHOULD BE IN
SPANISH. THE SECOND LANGUAGE SHOULD BE INTRODUCED
SYSTEMATICALLY BUT GRADUALLY, TO DEVELOP GENUINE
BILINGUALISM IN THE STUDENT. THE BILINGUAL-BICULTURAL
PROGRAM ENCOMPASSES ALL THE DOMAINS OF THE LEARNING PROCESS.
THE STUDENT SHOULD ACQUIRE THE CONCEPTS AND SKILLS OF TWO
LANGUAGES, AND SHOULD ATTAIN A POSITIVE SELF-IMAGE THROUGH
THE UNDERSTANDING OF THE VALUE OF HIS OWN CULTURE. A
MULTICULTURAL PROGRAM INCREASES THE APPRECIATION OF THE
CONTRIBUTIONS OF OTHER CULTURES, AND FOSTERS THE DEMOCRATIC
IDEALS. (MBM)

ACCESSION NUMBER: ED054665

PUBLICATION DATE: APR 68

TITLE: WORKPAPERS IN ENGLISH AS A SECOND LANGUAGE, VOLUME II.

PERSONAL AUTHOR: RAND, EARL, ED.

DESCRIPTOR: AMERICAN INDIANS; *APPLIED LINGUISTICS;
*BILINGUAL EDUCATION; CURRICULUM DEVELOPMENT; *ENGLISH
(SECOND LANGUAGE); GRAMMAR; LANGUAGE TESTS; LANGUAGE USAGE;
MORPHOLOGY (LANGUAGES); MULTILINGUALISM; PATTERN DRILLS
(LANGUAGE); PRONUNCIATION INSTRUCTION; *SECOND LANGUAGE
LEARNING; SENTENCES; SHORT STORIES; STRUCTURAL ANALYSIS;
STRUCTURAL LINGUISTICS; *TEACHING METHODS; TEXTBOOK
SELECTION

DESCRIPTIVE NOTE: 92P.

THIS VOLUME PRESENTS THE 1968 COLLECTION OF WORKING PAPERS IN THE FIELD OF TEACHING ENGLISH AS A SECOND LANGUAGE (TESL). IT INCLUDES DISCUSSIONS OF SEVERAL PRACTICALITIES IN THE FIELD OF ENGLISH LANGUAGE TEACHING SUCH AS CHOOSING LITERATURE AND SHORT STORIES FOR NON-NATIVE SPEAKERS, CRITERIA FOR SELECTING TEXTBOOKS, EDUCATIONAL PROBLEMS INVOLVED IN TESL, LANGUAGE LEARNING AMONG THE NAVAHO, ENGLISH LANGUAGE TEACHING AT HOME AND ABROAD, TESL IN A PLANNED MULTILINGUAL SITUATION, AND FREE RECALL OF ORALLY PRESENTED SENTENCES AS A TEST OF ENGLISH COMPETENCE. SEVERAL ARTICLES DISCUSS APPLIED LINGUISTIC THEORY ON SUCH DIVERSE TOPICS AS THE ROLE OF RULES IN SECOND LANGUAGE LEARNING, TEACHING PRONUNCIATION, AND A RATIONALE FOR TEACHING A SECOND LANGUAGE. (VM)

ACCESSION NUMBER: ED054669

PUBLICATION DATE: 4 MAR 71

TITLE: CULTURAL CONFLICT IN THE CLASSROOM.

PERSONAL AUTHOR: ESPINOZA, MARTA

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; *CROSS CULTURAL TRAINING; CULTURAL DIFFERENCES; *CULTURE CONFLICT; DROPOUTS; ENGLISH (SECOND LANGUAGE); *MEXICAN AMERICANS; MINORITY GROUPS; SELF CONCEPT; SPANISH SPEAKING; STUDENT ALIENATION; STUDENT ATTITUDES; *TEACHER ATTITUDES

IDENTIFIER: MEXICAN AMERICAN EDUCATION PROJECT; SACRAMENTO STATE COLLEGE

DESCRIPTIVE NOTE: 7P.; SPEECH PRESENTED AT THE FIFTH ANNUAL TESOL CONVENTION, NEW ORLEANS, LA., MARCH 4, 1971 AND THE CHICANO VIEWS CONVENTION, DOMINICAN COLLEGE, SAN RAFAEL, CALIF.

A CULTURAL CONFLICT OCCURS BETWEEN THE MEXICAN-AMERICAN CHILD AND THE ANGLO TEACHER WITHIN THE CLASSROOM SITUATION. PUNISHMENT FOR ADHERENCE TO HIS OWN CULTURE RESULTS IN LOSS OF IDENTITY FOR THE MEXICAN-AMERICAN CHILD AND INCREASES HIS TENDENCY TOWARD WHAT MAY BE TERMED DEVIANT BEHAVIOR. THE MORE WEIGHTED THE SCHOOL CURRICULUM IS TOWARD THE MIDDLE-CLASS ANGLO EXPECTATIONS, THE MORE DIFFICULT IT WILL BE FOR THE MEXICAN-AMERICAN CHILD TO PARTICIPATE. TEACHERS AND SCHOOL PERSONNEL MUST ACCEPT AND APPRECIATE THE SIGNIFICANT CONTRIBUTIONS THAT OTHER LANGUAGES AND CULTURES HAVE MADE AND CAN MAKE TOWARD ENRICHING THE AMERICAN WAY OF LIFE. A POSITIVE ATMOSPHERE TOWARD THE MEXICAN-AMERICAN MUST BE ESTABLISHED AND THE CULTURAL GAP MUST BE BRIDGED; TOTAL ACCEPTANCE OF THE VALIDITY OF ANOTHER CULTURE IS WHAT SHOULD AND MUST BE THE END GOAL. (VM)

ACCESSION NUMBER: ED054672

PUBLICATION DATE: 71

TITLE: BILINGUAL PROGRAM EVALUATION REPORT, ESEA TITLE VII,
1970-1971.

PERSONAL AUTHOR: GOODMAN, FRANK M.; STERN, CAROLYN

DESCRIPTOR: AUDIOLINGUAL METHODS; BICULTURALISM; *BILINGUAL
EDUCATION; BILINGUAL TEACHER AIDES; BILINGUAL TEACHERS;
CITIZENSHIP RESPONSIBILITY; CLASSROOM MATERIALS; COMMUNITY
INVOLVEMENT; *CURRICULUM DEVELOPMENT; *ENGLISH (SECOND
LANGUAGE); ETHNOLOGY; LANGUAGE SKILLS; *MEXICAN AMERICANS;
*PROGRAM EVALUATION; SECOND LANGUAGE LEARNING; SELF CONCEPT;
SOCIAL CHANGE; SOCIOLINGUISTICS; SPANISH SPEAKING

DESCRIPTIVE NOTE: 121P.

THIS REPORT PRESENTS AN EVALUATION OF A BILINGUAL EDUCATION
PLAN IN ITS SECOND YEAR OF OPERATION. THE MAJOR EMPHASIS IS
ON ESTABLISHING A COMPREHENSIVE, EXPERIMENTAL, EDUCATIONAL
PROGRAM UTILIZING THE NATIVE LANGUAGE ABILITIES OF
SPANISH-SPEAKING CHILDREN AS THE PRIMARY MEDIUM OF
INSTRUCTION UNTIL SUCH TIME AS THE STUDENT IS BILINGUAL AND
CAPABLE IN BOTH ENGLISH AND SPANISH. THE PROGRAM'S
HYPOTHESIS AND DESIGN ARE DISCUSSED AS ARE THE PERSONNEL
INVOLVED. THE PROGRAM AND ITS SCOPE ARE DESCRIBED, AS ARE
THE BILINGUAL-BICULTURAL CURRICULUM; ACQUISITION,
ADAPTATION, AND DEVELOPMENT OF MATERIALS; AND PROCEDURES FOR
KINDERGARTEN AND FIRST AND SECOND GRADES. COMMUNITY
INVOLVEMENT AND BILINGUAL EDUCATION AS A TOOL FOR POSITIVE
SOCIAL CHANGE ARE CONSIDERED. FINALLY, THERE IS A DISCUSSION
OF STAFF DEVELOPMENT, BUDGET REQUIREMENTS, AND RESULTS. (VM)

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ACCESSION NUMBER: ED054883

PUBLICATION DATE: AUG 71

TITLE: BILINGUAL/BICULTURAL EDUCATION -- AN EFFECTIVE LEARNING SCHEME FOR FIRST GRADE AND SECOND GRADE SPANISH SPEAKING, ENGLISH SPEAKING, AND AMERICAN INDIAN CHILDREN IN NEW MEXICO.

PERSONAL AUTHOR: VALENCIA, ATILANO A.

DESCRIPTOR: ACHIEVEMENT TESTS; *AMERICAN INDIANS; ANGLO AMERICANS; ATTITUDE TESTS; BICULTURALISM; *BILINGUAL EDUCATION; ENGLISH (SECOND LANGUAGE); GRADE 1; GRADE 2; *MEXICAN AMERICANS; *PRIMARY GRADES; *PROGRAM EVALUATION; SPANISH SPEAKING; STANDARDIZED TESTS

IDENTIFIER: NEW MEXICO

DESCRIPTIVE NOTE: 134P.

THE 1970-71 EVALUATION OF THE GRANTS, NEW MEXICO, BILINGUAL EDUCATION PROJECT IS REPORTED THROUGH NARRATIVE DESCRIPTION OF TESTS ADMINISTERED AND THEIR RESULTS, STATISTICAL FINDINGS FROM ANALYSES OF VARIANCE OR COVARIANCE OF TEST RESULTS, AND CONCLUSIONS AND RECOMMENDATIONS BASED ON TEST RESULTS. IN THE EVALUATION, THE 147 STUDENTS IN THE EXPERIMENTAL AND THE 35 STUDENTS IN THE CONTROL GROUP--REPRESENTING 6 SCHOOLS AND 4 LANGUAGE REFERENCES (KERESAN, ENGLISH, SPANISH, AND NAVAJO)--WERE GIVEN VARIOUS TESTS FOR WHICH A PRE-TEST/POST-TEST MEASURE WAS USED TO ASCERTAIN SIGNIFICANT EXPERIMENTAL GROUP GAINS OVER AN 8-MONTH PERIOD: THE SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY TEST OF ORAL ENGLISH PRODUCTION; THE CALIFORNIA ACHIEVEMENT TEST; THE TEST OF BASIC EXPERIENCES (A SPANISH-LANGUAGE INSTRUMENT MEASURING CONCEPT COMPREHENSION IN SCIENCE, SOCIAL STUDIES, AND MATHEMATICS); THE CALDWELL TEST (A SPANISH-LANGUAGE INSTRUMENT FOR MEASURING A CHILD'S ABILITY TO PROVIDE RESPONSES ABOUT HIMSELF AND HIS ROLE ACTIVITIES); AND THE AUTHOR'S CULTURAL SENSITIVITY INSTRUMENT (A PICTORIAL AND MANIPULATORY MEASURE OF PERCEPTIONS AND ATTITUDES CONCERNING ANGLO AMERICANS, AMERICAN INDIANS, AND MEXICAN AMERICANS). ALSO, A QUESTIONNAIRE WAS DESIGNED AND ADMINISTERED TO ASCERTAIN PERCEPTIONS AND ATTITUDES OF SCHOOL PERSONNEL ABOUT THE BILINGUAL PROGRAM COMPONENTS. THERE ARE 24 TABLES. (B0)

ACCESSION NUMBER: ED054902

PUBLICATION DATE: AUG 71

TITLE: A HANDBOOK FOR TEACHERS AND AIDES OF THE CHOCTAW BILINGUAL EDUCATION PROGRAM.

PERSONAL AUTHOR: LITTLEJOHN, JOSEPH E.

DESCRIPTOR: *AMERICAN INDIANS; *BILINGUAL EDUCATION;
*COMMUNITY INVOLVEMENT; EDUCATIONAL NEEDS; *INSERVICE
PROGRAMS; MATERIAL DEVELOPMENT; PARENT PARTICIPATION; SELF
CONCEPT; *TEACHER EDUCATION; TEACHING TECHNIQUES

IDENTIFIER: *CHOCTAWS

DESCRIPTIVE NOTE: 26P.

THE CHOCTAW BILINGUAL EDUCATION PROGRAM IS A PLAN OPERATING IN 4 PUBLIC SCHOOL SYSTEMS IN OKLAHOMA TO EXPAND THE EDUCATIONAL OPPORTUNITIES OF CHOCTAW CHILDREN. THE 4 MAJOR PROGRAM COMPONENTS ARE INSERVICE WORKSHOPS, AN INSERVICE INSTRUCTIONAL PROGRAM IN THE PUBLIC SCHOOLS, PARENTAL AND COMMUNITY INVOLVEMENT, AND A 5-YEAR MASTER'S-LEVEL TEACHER-PREPARATION PROGRAM. BASED ON THE IDEA THAT CHOCTAW CHILDREN WILL FIND THE MOST SATISFYING LIVES IF THEY RECOGNIZE AND ACCEPT THE FACT THAT THE CHOCTAW PEOPLE LIVE IN A WORLD OF 2 LANGUAGES AND 2 CULTURES, THE PROGRAM IS INTENDED AS A SERVICE THROUGH WHICH TEACHERS AND AIDES MAY FIND OR DEVELOP INSIGHTS, MATERIALS, AND TECHNIQUES TO HELP IN WORKING WITH CHOCTAW CHILDREN. THE HANDBOOK DISCUSSES MAJOR EDUCATIONAL NEEDS OF CHOCTAW CHILDREN, WHAT TEACHERS AND AIDES NEED TO KNOW ABOUT LANGUAGE, AND HOW THE PROGRAM CAN MEET THE NEEDS OF CHOCTAW BILINGUAL CHILDREN. REFERENCE IS MADE TO MATERIALS AVAILABLE FOR THE CLASSROOM, MATERIALS AVAILABLE FOR INSERVICE TRAINING, AND TECHNIQUES IN BILINGUAL EDUCATION. APPENDED IS A LIST OF TERMS, WITH DEFINITIONS, COMMONLY USED IN THE STUDY OF LANGUAGE. (JH)

ACCESSION NUMBER: ED054903

PUBLICATION DATE: AUG 70

TITLE: TEACHING NEW CONCEPTS TO NON-ENGLISH SPEAKING PRESCHOOL CHILDREN.

PERSONAL AUTHOR: STERN, CAROLYN; RUBLE, DIANE

DESCRIPTOR: *BILINGUAL EDUCATION; *CONCEPT TEACHING; *ENGLISH (SECOND LANGUAGE); FAMILY ENVIRONMENT; INSTRUCTIONAL MATERIALS; INSTRUCTIONAL PROGRAMS; *MEXICAN AMERICANS; *PRESCHOOL CHILDREN; RESEARCH METHODOLOGY; SPANISH SPEAKING; STATISTICAL ANALYSIS; TABLES (DATA)

DESCRIPTIVE NOTE: 36P.

AS DOCUMENTED IN THIS PUBLICATION, 15 MEXICAN AMERICAN CHILDREN FROM 4 HEAD START CLASSES PARTICIPATED IN THIS STUDY, WHICH TESTED 3 HYPOTHESES: (1) THAT CHILDREN WHOSE FIRST LANGUAGE IS SPANISH AND WHO ARE INSTRUCTED IN SPANISH WILL REQUIRE SIGNIFICANTLY FEWER TRIALS TO LEARN A NEW CONCEPT THAN CHILDREN INSTRUCTED EITHER IN ENGLISH OR BILINGUALLY; (2) THAT CHILDREN RECEIVING THE FIRST SET OF NEW CONCEPTS IN ENGLISH WILL LEARN A SECOND INSTANCE OF THE NEW CONCEPT TAUGHT IN ENGLISH MORE READILY THAN CHILDREN WHO WERE TAUGHT THE FIRST USE OF THE CONCEPT IN SPANISH; AND (3) THAT, ON A SPANISH LANGUAGE CRITERION TEST, CHILDREN TAUGHT CONCEPTS IN ENGLISH WILL DO AS WELL AS CHILDREN TAUGHT THOSE CONCEPTS IN SPANISH OR BILINGUALLY. THE PROCEDURE, AS RECORDED, INCLUDED PRETESTING WITH THE GOODENOUGH DRAW-A-MAN TEST AND THE EXPRESSIVE VOCABULARY INVENTORY IN BOTH ENGLISH AND SPANISH; THE INSTRUCTIONAL PROGRAM (IN SPANISH OR ENGLISH ONLY, OR BILINGUAL INSTRUCTION); A CRITERION TEST IN THE APPROPRIATE LANGUAGE USING A SERIES OF BOOKLETS DEVELOPED TO TEACH THE CONCEPTUAL TASK (USE OF COMPOUND ADJECTIVAL MODIFIERS) WHICH WAS DESIGNED TO TEST THE HYPOTHESES; AND A POSTTEST. STUDY RESULTS REJECTED HYPOTHESES 1 AND 2, WHILE HYPOTHESIS 3 COULD NOT BE REJECTED. AN APPENDIX CONTAINS LESSONS USED IN THE INSTRUCTIONAL PROGRAM. (JB)

ACCESSION NUMBER: ED054908

PUBLICATION DATE: MAY 70

TITLE: STRANGER IN ONE'S LAND.

PERSONAL AUTHOR: SALAZAR, RUBEN

DESCRIPTOR: BILINGUAL EDUCATION; BRACEROS; *CIVIL RIGHTS;
*CULTURE CONFLICT; DROPOUT PROBLEMS; *ECONOMIC
DISADVANTAGEMENT; *EDUCATIONAL DISADVANTAGEMENT; EMPLOYMENT;
INTELLIGENCE TESTS; LANGUAGE HANDICAPS; LEGAL PROBLEMS;
*MEXICAN AMERICANS; MIGRANT EDUCATION; SOCIOECONOMIC
INFLUENCES; TEST BIAS

IDENTIFIER: SOUTHWEST

DESCRIPTIVE NOTE: 52P.

AN ACCOUNT OF THE HEARING HELD BY THE U.S. COMMISSION ON CIVIL RIGHTS ON THE MEXICAN AMERICAN COMMUNITY'S PROBLEMS WITH CIVIL RIGHTS, THIS REPORT DOES NOT NECESSARILY REPRESENT THE VIEWS OF THE COMMISSION BUT IS PUBLISHED TO STIMULATE PUBLIC INTEREST IN THE PROBLEMS CONFRONTING MEXICAN AMERICANS. FOR NEARLY 6 MONTHS PRIOR TO THE HEARING (HELD IN SAN ANTONIO, TEXAS, IN DECEMBER 1968), STAFF MEMBERS LAID THE GROUNDWORK WITH A FIELD REPRESENTATIVE IN SAN ANTONIO FOR COORDINATION OF ONSITE ACTIVITIES. SOME 1000 PERSONS WERE INTERVIEWED; DATA WERE COLLECTED AND ANALYZED; AND NEARLY 80 PERSONS--FROM BARRIO RESIDENTS TO STATE OFFICIALS, BUSINESSMEN TO FARMWORKERS, STUDENTS TO SCHOOL SUPERINTENDENTS--WERE REQUESTED TO SPEAK UNDER SUBPOENA. CLERGYMEN, LAW ENFORCEMENT OFFICIALS, AND 3 MEXICAN AMERICAN FAMILIES ALSO TESTIFIED. MAJOR AREAS EXPLORED WERE EMPLOYMENT, EDUCATION, THE ADMINISTRATION OF JUSTICE, HOUSING, AND POLITICAL REPRESENTATION. "THE TOTAL PICTURE OF ECONOMIC DEPRIVATION, OF RELEGATION TO THE MEANEST EMPLOYMENT, OF EDUCATIONAL SUPPRESSION, AND OF RESTRICTED OPPORTUNITY IN ALMOST EVERY PHASE OF LIFE UNFOLDED." (80)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 (\$0.35)

ACCESSION NUMBER: ED055686

PUBLICATION DATE: 71

TITLE: EVALUATION REPORT OF THE BILINGUAL EDUCATION PROGRAM:
HARLANDALE INDEPENDENT SCHOOL DISTRICT; SAN MARCOS
INDEPENDENT SCHOOL DISTRICT; SOUTHWEST TEXAS STATE
UNIVERSITY, 1970-1971.

PERSONAL AUTHOR: HUGHES, B. E.; HARRISON, HELENE W.

DESCRIPTOR: ACHIEVEMENT GAINS; *BILINGUAL EDUCATION;
COMMUNITY INVOLVEMENT; CURRICULUM GUIDES; EDUCATIONAL
RETARDATION; *ELEMENTARY GRADES; *LANGUAGE INSTRUCTION;
*PROGRAM EVALUATION; *SPANISH SPEAKING; TEACHER EDUCATION;
TEACHER IMPROVEMENT

DESCRIPTIVE NOTE: 72P.

THIS BILINGUAL EDUCATION PROGRAM INVOLVED (1) BILINGUAL CLASSES IN GRADES 1 THROUGH 4 IN 2 TEXAS SCHOOL DISTRICTS (HARLANDALE AND SAN MARCOS) AND (2) SOUTHWEST TEXAS STATE UNIVERSITY, WHICH SERVED AS THE AGENCY FOR TRAINING SENIOR STUDENT TEACHERS FOR BILINGUAL EDUCATION. PREDOMINANTLY SPANISH-SPEAKING STUDENTS FROM LOW SOCIOECONOMIC BACKGROUNDS WERE TAUGHT IN SPANISH WHILE ENGLISH COMPETENCE WAS BEING DEVELOPED, THUS MAKING THESE STUDENTS LITERATE IN 2 LANGUAGES. PRIDE IN THE MEXICAN AMERICAN HERITAGE WAS ALSO INSTILLED. CURRICULUM GUIDES FOR GRADES 1-4 AND MATERIALS FOR SPANISH LANGUAGE ARTS AND SOCIAL STUDIES WERE CREATED; METHODS TO IMPROVE TEACHER AND AIDE PERFORMANCE WERE USED; COMMUNITY INVOLVEMENT WAS INCREASED; PROJECT COORDINATION WAS IMPROVED; AND COMPREHENSIVE EVALUATION OF PUPIL AND TEACHER PERFORMANCE WAS ACCOMPLISHED. IT IS RECOMMENDED THAT THERE BE SPECIAL COLLEGE PREPARATION FOR TEACHERS OF BILINGUAL EDUCATION. (AUTHOR/JH)

ACCESSION NUMBER: ED055698

PUBLICATION DATE: 70

TITLE: TEACHING READING TO THE BILINGUAL CHILD: MOTIVATIONAL TECHNIQUES. SHARING IDEAS, VOLUME 7, NUMBER 6.

PERSONAL AUTHOR: DAVIS, BERTHA M.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; *BILINGUAL STUDENTS;
ELEMENTARY GRADES; ENGLISH (SECOND LANGUAGE); GRADE 7; GRADE
8; KINDERGARTEN; *LEARNING ACTIVITIES; *MOTIVATION
TECHNIQUES; *READING INSTRUCTION

IDENTIFIER: NAVAJOS

DESCRIPTIVE NOTE: 69P.

THE MOTIVATIONAL TECHNIQUES PRESENTED IN THIS DOCUMENT WERE PREPARED BY PARTICIPANTS IN THE EDUCATION 641 WORKSHOP (TEACHING READING TO BILINGUALS) DURING A 1970 SUMMER SESSION AT NORTHERN ARIZONA UNIVERSITY, FLAGSTAFF. THE 42 CONTRIBUTORS (SOME ARE NAVAJO OR SPEAK NAVAJO) DESCRIBE TECHNIQUES THAT THEY HAVE USED IN TEACHING READING OF ENGLISH TO NAVAJO CHILDREN IN GRADES K-8. ACTIVITIES AND TECHNIQUES ARE ARRANGED BY GRADE LEVEL. (80)

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ACCESSION NUMBER: ED055703

PUBLICATION DATE: OCT 71

TITLE: HOUSE BILL NO. 1: SPECIAL ENGLISH CLASSES.
EVALUATION.

PERSONAL AUTHOR: MAYNES, J. D., JR.

DESCRIPTOR: AMERICAN INDIANS; *BILINGUAL EDUCATION;
*ENGLISH (SECOND LANGUAGE); *MINORITY GROUPS; *PRIMARY
GRADES; PROGRAM DEVELOPMENT; *PROGRAM EFFECTIVENESS; PROGRAM
EVALUATION; SPANISH SPEAKING; *STATE PROGRAMS

IDENTIFIER: ARIZONA

DESCRIPTIVE NOTE: 31P.

DEFINING THE OVERALL OBJECTIVE OF BILINGUAL EDUCATION TO BE THE INTEGRATION OF THE CHILD INTO THE MAINSTREAM OF AMERICAN LIFE WHILE MAINTAINING AUDIOLINGUAL SKILLS IN BOTH ENGLISH AND THE NATIVE LANGUAGE WITHOUT LOSING CERTAIN ASPECTS OF THE SUBCULTURE, THIS REPORT SUMMARIZES INFORMATION FROM 19 SCHOOL DISTRICTS INVOLVED IN SPECIAL ENGLISH CLASSES FUNDED UNDER THE ARIZONA STATE HOUSE BILL NO. 1. UTILIZING RESULTS DERIVED FROM THE MONROE ORAL LANGUAGE SCALE FOR 16 OF THE 19 SCHOOL DISTRICTS INVOLVING APPROXIMATELY 6,000 PREDOMINATELY SPANISH-SPEAKING OR AMERICAN INDIAN CHILDREN (GRADES 1 THROUGH 3), SIGNIFICANT PROGRESS IN ORAL LANGUAGE DEVELOPMENT DURING THE INTERIM BETWEEN PRE- AND POST-TESTS WAS FOUND. ALTHOUGH NO CONTROLS WERE USED TO ACCOUNT FOR MATURATION EFFECTS, IT WAS DEEMED PROBABLE THAT THE GAINS WERE DUE TO THE SPECIAL ENGLISH CLASSES. AMONG THE RECOMMENDATIONS, IT IS NOTED THAT A UNIFORM TESTING METHODOLOGY BE IMPLEMENTED AND THAT THE COMPARISON OF RESULTS BETWEEN DIFFERENT SCHOOL DISTRICTS BE AVOIDED. FURTHER RECOMMENDATIONS ENCOMPASS FINANCING AND PROGRAM DEVELOPMENT. TWO REFERENCES AND 1 TABLE ARE INCLUDED. A RELATED DOCUMENT IS ED 044 192. (MJB)

ACCESSION NUMBER: FD056536

PUBLICATION DATE: 27 APR 70

TITLE: AN EXPERIMENTAL STUDY OF BILINGUAL-AFFECTIVE
EDUCATION FOR MEXICAN AMERICAN CHILDREN IN GRADES K AND 1.

PERSONAL AUTHOR: ANDERSSON, THEODORE; AND OTHERS

DESCRIPTOR: BICULTURALISM; BILINGUAL EDUCATION;
BILINGUALISM; CURRICULUM DEVELOPMENT; *EDUCATIONAL
INNOVATION; EDUCATIONAL OBJECTIVES; ENGLISH (SECOND
LANGUAGE); ETHNOLOGY; EXPERIMENTAL PROGRAMS; LANGUAGE ARTS;
*MEXICAN AMERICANS; MINORITY GROUPS; PARENT CHILD
RELATIONSHIP; *PROGRAM DESIGN; PROGRAM EVALUATION; SELF
CONCEPT; SPANISH SPEAKING; STUDENT ATTITUDES; *TEACHING
METHODS

DESCRIPTIVE NOTE: 77P.

THIS PAPER PROPOSES AN EDUCATIONAL STUDY TO DETERMINE THE
BEST WAY TO EDUCATE MEXICAN AMERICAN CHILDREN. IT SUGGESTS
AN EXPERIMENT COMPARING THE TRADITIONAL APPROACH, THE
ENGLISH AS A SECOND LANGUAGE APPROACH, AND A
BILINGUAL-AFFECTIVE APPROACH AS DESCRIBED BY THE AUTHORS.
THE DETAIL OF THE PROPOSED PROGRAM ARE PRESENTED, AND THE
THREE LANGUAGE TEACHING METHODS ARE DISCUSSED. TEACHER
PREPARATION AND SELECTION ARE DESCRIBED AS ARE THE CRITERIA
FOR SCHOOL AND STUDENT SELECTION. THE PROGRAM IS DESIGNED TO
OPERATE THROUGH A SCIENTIFIC/DEMOCRATIC DECISION-MAKING
PROCESS WHERE THE TEACHERS DECIDE AS A GROUP ON OBJECTIVES,
STRATEGIES, AND ASSESSMENT. THE TEACHER'S TASKS THROUGHOUT
THE YEAR ARE LISTED ALONG WITH DETAILS ON THE SUPPORT THEY
WILL RECEIVE. CRITERION MEASURES FOR TESTING PROGRAM
EFFECTIVENESS ARE PRESENTED. ATTACHMENTS TO THE MAIN
PROPOSAL CHART THE DIFFERENCES IN INSTRUCTIONAL ACTIVITIES
THAT CHARACTERIZE THE THREE METHODS, PROVIDE TIME AND
SCHEDULING RULES AND A TYPICAL DAILY SCHEDULE, LIST
ASSUMPTIONS HELD IN EACH METHOD, DESCRIBE AN EXPERIMENTAL
RESEARCH DESIGN FOR EVALUATIVE INNOVATIVE LEARNING
ACTIVITIES, AND PRESENT A THEORY OF PARENT EFFECTIVENESS.
(VM)

ACCESSION NUMBER: EDC56590

TITLE: CHICANO MULTILINGUALISM AND MULTIGLOSSIA.

PERSONAL AUTHOR: PENALOSA, FERNANDO

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION;
BILINGUALISM; CULTURAL DIFFERENCES; DIALECTS; DIGLOSSIA;
*ENGLISH (SECOND LANGUAGE); ETHNIC GROUPS; INTERACTION;
INTERFERENCE (LANGUAGE LEARNING); LANGUAGE DEVELOPMENT;
LANGUAGE RESEARCH; *MEXICAN AMERICANS; MINORITY GROUPS;
*MULTILINGUALISM; SECOND LANGUAGE LEARNING;
*SOCIOLINGUISTICS; STUDENT ATTITUDES

DESCRIPTIVE NOTE: 12P.

THE LINGUISTIC SITUATION OF THE MEXICAN-AMERICAN COMMUNITY IS COMPLEX, INVOLVING MULTIGLOSSIA AND MULTILINGUALISM. VARIOUS LANGUAGE CODES AND DIFFERENT BLENDINGS OF ENGLISH AND SPANISH ARE IN USE WITHIN THE COMMUNITY. EDUCATORS SHOULD DECIDE WHICH CODE THEY WILL USE IN THEIR PLANNING. RESEARCH IS NEEDED TO CONSIDER THE VARIOUS CODES AND THEIR ROLES AND RELATIONSHIPS TO IMPROVE THE EDUCATIONAL SYSTEM FOR THE MEXICAN AMERICAN. (VM)

ACCESSION NUMBER: EDC56795

PUBLICATION DATE: SEP 71

TITLE: REPORT OF FINAL EVALUATION, ESEA TITLE I PROJECTS,
FISCAL YEAR 1971.

DESCRIPTOR: AFFECTIVE OBJECTIVES; *AMERICAN INDIANS; ANNUAL
REPORTS; BILINGUAL EDUCATION; BOARDING SCHOOLS; COGNITIVE
OBJECTIVES; COMPENSATORY EDUCATION; DAY SCHOOLS; DROPOUTS;
EDUCATIONAL ACCOUNTABILITY; EDUCATIONAL DEVELOPMENT;
*ELEMENTARY SCHOOL STUDENTS; *FEDERAL PROGRAMS; OCCUPATIONAL
GUIDANCE; PHYSICAL EDUCATION; *PROGRAM EVALUATION;
PSYCHOMOTOR OBJECTIVES; READING; *SECONDARY SCHOOL STUDENTS;
SELF CONCEPT

DESCRIPTIVE NOTE: 229P.

THE REPORT ADDRESSES ITSELF TO THE ELEMENTARY AND SECONDARY
EDUCATION ACT TITLE I PROJECTS OPERATED VIA THE BUREAU OF
INDIAN AFFAIRS. PHOENIX AREA, DURING FISCAL 1971. PROJECTS
ARE CLASSIFIED BY COMPONENTS IN THE COGNITIVE, PSYCHOMOTOR,
AND AFFECTIVE DOMAINS (E.G., READING, PHYSICAL FITNESS, AND
DROPOUT REDUCTION). WITHIN EACH COMPONENT, PROJECT
STATISTICS ARE FOLLOWED BY A DISCUSSION OF THE EVALUATION
RESULTS. BECAUSE THE SUCCESS OF ANY PROGRAM IS BASED UPON
THE CORRECTION OF THE PROBLEM AREAS ENCOUNTERED, THE CHAPTER
CONTAINING THE SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS IS
FOLLOWED BY A DISCUSSION OF FISCAL 1972, WHICH PRESENTS
SPECIFIC MODIFICATIONS DESIGNED TO IMPROVE NEW PROJECTS IN
THE PHOENIX AREA. (LS)

ACCESSION NUMBER: ED057661

PUBLICATION DATE: 71

TITLE: BILINGUAL EDUCATION IN CALIFORNIA.

PERSONAL AUTHOR: LESLEY, TAY

DESCRIPTOR: *BILINGUAL EDUCATION; *BILINGUALISM; COMMUNITY INVOLVEMENT; CURRICULUM; EDUCATIONAL OBJECTIVES; *ENGLISH (SECOND LANGUAGE); FEDERAL AID; INSTRUCTIONAL MATERIALS; *LANGUAGE PROGRAMS; MASTERS THESES; *MEXICAN AMERICANS; MINORITY GROUPS; PARENT PARTICIPATION; SPANISH SPEAKING; TABLES (DATA); TEACHER EDUCATION; TEACHER QUALIFICATIONS; TEACHERS; TEACHING METHODS

IDENTIFIER: *CALIFORNIA

DESCRIPTIVE NOTE: 132P.; MASTER'S THESIS, UNIVERSITY OF CALIFORNIA, LOS ANGELES

THIS STUDY INVESTIGATES THE DEVELOPMENT OF BILINGUAL EDUCATION IN CALIFORNIA ALONG WITH THE IMPACT OF FEDERAL LEGISLATION AND SEEKS TO EVOLVE A DESCRIPTIVE DEFINITION OF TERM "BILINGUAL EDUCATION" IN TERMS OF PROGRAMS FOR MEXICAN AMERICANS IN THE STATE. BILINGUAL PROGRAMS IN THE UNITED STATES AND TYPOLOGIES FOR BILINGUAL PROGRAMS ARE DISCUSSED FOR BACKGROUND INFORMATION. THE AUTHOR CONSIDERS 23 OF THE 26 BILINGUAL PROGRAMS IN CALIFORNIA ON THE BASIS OF OBJECTIVES, PARTICIPANTS, CURRICULUM, METHODS AND MATERIALS, TEACHERS AND TEACHER TRAINING, AND COMMUNITY INVOLVEMENT. IN LIGHT OF HIS FINDINGS, THE AUTHOR PRESENTS A CLASSIFICATION OF CURRENT PROGRAMS AND DISCUSSES IMPLICATIONS FOR FURTHER INVESTIGATIONS. A LIST OF REFERENCES IS INCLUDED ALONG WITH THE QUESTIONNAIRE USED IN THE SURVEY OF CURRENT PROGRAMS AND THE QUESTIONS USED IN INTERVIEWS WITH PROGRAM DIRECTORS. A LIST OF STATE PROGRAMS, THEIR DIRECTORS, AND LOCATIONS IS PROVIDED. (VM)

ACCESSION NUMBER: ED057953

PUBLICATION DATE: APR 70

TITLE: EVALUATION OF RESEARCH ON BILINGUAL EDUCATION FOR AMERICAN INDIANS. A POSITION PAPER.

PERSONAL AUTHOR: SPOLSKY, BERNARD

DESCRIPTOR: *AMERICAN INDIANS; *BILINGUAL EDUCATION; COMMUNITY INVOLVEMENT; CURRICULUM DEVELOPMENT; *LANGUAGE ROLE; *PROGRAM DEVELOPMENT; PROGRAM EVALUATION; *RESEARCH NEEDS; TEACHER QUALIFICATIONS

DESCRIPTIVE NOTE: 13P.

SUCCESSFUL BILINGUAL PROGRAMS DEPEND ON SOME UNDERSTANDING OF THE LANGUAGE SITUATION INVOLVED, THE POSSIBLE STRATEGIES OF BILINGUAL EDUCATION, THE EFFECTS OF THESE STRATEGIES, THE ASSESSMENT OF COMMUNITY DESIRES, THE BEST WAYS TO FIND AND TRAIN TEACHERS, THE METHOD OF EVALUATING CURRICULUM, THE EFFECT OF LEARNING STYLES, AND THE POSSIBILITIES OF BILINGUAL CURRICULUM DEVELOPMENT. THE EVIDENCE ON EACH OF THESE ISSUES IS LIMITED FOR BILINGUAL EDUCATION IN GENERAL BUT IS EVEN MORE LIMITED IN THE CASE OF AMERICAN INDIAN EDUCATION. THE DEVELOPMENT OF VIABLE BILINGUAL EDUCATION PROGRAMS FOR INDIANS REQUIRES A NUMBER OF STUDIES: (1) A LANGUAGE CENSUS; (2) A MAJOR STUDY OR SERIES OF STUDIES OF THE EFFECT OF VARIOUS PATTERNS OF BILINGUAL EDUCATION; (3) A STUDY OF THE EFFECT OF COMMUNITY INVOLVEMENT IN BILINGUAL EDUCATION PROGRAMS; (4) A STUDY OF THE EFFECTIVENESS OF VARIOUS PATTERNS OF TEACHER AND ASSISTANT PREPARATION AND COOPERATION; (5) RESEARCH PROJECTS CONCERNED WITH RELIEF SYSTEMS, LANGUAGE USE AND FUNCTION, AND LANGUAGE ACQUISITION AND DIRECT STUDIES OF LEARNING STYLES; AND (6) STUDIES OF THE PROBLEMS OF DEVELOPING CURRICULUM IN INDIAN LANGUAGES. (JH)

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ACCESSION NUMBER: ED057973

PUBLICATION DATE: AUG 71

TITLE: BICULTURAL SOCIALIZATION PROJECT: A GROUP PROCESS
APPROACH TO BILINGUAL INSTRUCTION - TITLE VII. FINAL REPORT,
1970-71.

PERSONAL AUTHOR: BAKER, JEAN M.

DESCRIPTOR: ACTIVITIES; BICULTURALISM; *BILINGUAL
EDUCATION; CLASSROOM ENVIRONMENT; FORMATIVE EVALUATION;
GRADE 2; *GROUP INSTRUCTION; INSERVICE TEACHER EDUCATION;
*MEXICAN AMERICANS; PROGRAM DEVELOPMENT; *PROGRAM
EVALUATION; SOCIAL INTEGRATION; *SOCIALIZATION; TEACHER
AIDES

IDENTIFIER: ARIZONA

DESCRIPTIVE NOTE: 107P.

THIS FINAL REPORT RELATES TO STUDENT SOCIALIZATION THROUGH
A BILINGUAL (SPANISH/ENGLISH), BICULTURAL PROGRAM INVOLVING
6 SECOND GRADES IN 3 SCHOOLS OF PHOENIX, ARIZONA, FOR THE
1970-71 SCHOOL YEAR. AS REPORTED, THE MAJOR OBJECTIVE OF THE
PROGRAM WAS TO DEVELOP AND IMPLEMENT A GROUP PROCESS
APPROACH TO BILINGUAL EDUCATION; IN ADDITION, CLASSROOM
INSTRUCTIONAL PERSONNEL WERE TRAINED BY SITE COORDINATORS.
PROGRAM SUCCESS WAS REGARDED AS OUTSTANDING IN CLASSROOMS
HAVING STRONG ADMINISTRATIVE SUPPORT FOR THE PROGRAM;
PARTIAL SUCCESS WAS ACHIEVED IN OVERALL EFFORTS TO CREATE
CLASSROOM ENVIRONMENTS AND APPROPRIATE ACTIVITIES TO
FACILITATE SMALL GROUP INTERACTION. THE RELATIVELY
UNSUCCESSFUL ASPECTS OF THE PROGRAM WERE ATTRIBUTED TO LACK
OF (1) BILINGUAL TEACHERS, (2) A TRUE HETEROGENEOUS STUDENT
POPULATION, AND (3) SUPPORTING ADMINISTRATION. THE DOCUMENT
CONTAINS DISCUSSIONS OF PROGRAM RATIONALE, THE GROUP PROCESS
APPROACH AND PROCEDURES FOR IMPLEMENTING IT, TRAINING AND
RESEARCH PROCEDURES, AND BILINGUAL AND BICULTURAL
ACTIVITIES; RESULTS, EVALUATION, A SUMMARY, AND
RECOMMENDATIONS ARE ALSO PROVIDED; AND APPENDICES INCLUDE
TABULAR SUMMARIES OF THE TRAINING EVALUATIONS, A CHECKLIST
FOR PROGRAM CLASSROOMS, NOTED REACTIONS TO VARIOUS PROGRAM
COMPONENTS, RESULTS OF ANALYSIS OF VARIANCE FOR THE PEABODY
VOCABULARY TEST AND THE ARTOLA-STEWART SPANISH-ENGLISH
VOCABULARY TEST, SELECTED LANGUAGE SAMPLES, A COMPOSITE OF
THE PARENT QUESTIONNAIRE; A DESCRIPTION OF THE TEACHER'S
MANUAL, AND THE NATURAL METHOD OF LANGUAGE ACQUISITION
CHECKLIST. (MJB)

ACCESSION NUMBER: ED058788

PUBLICATION DATE: 71

TITLE: A CHOCTAW ORTHOGRAPHY.

PERSONAL AUTHOR: NICKLAS, THURSTON DALE

DESCRIPTOR: ALPHABETS; AMERICAN INDIAN LANGUAGES; AMERICAN INDIANS; BILINGUAL EDUCATION; *CHOCTAW; CONSONANTS; LANGUAGE; *LANGUAGE STANDARDIZATION; MORPHEMES; *MORPHOLOGY (LANGUAGES); *ORTHOGRAPHIC SYMBOLS; PHONEMICS; *SPELLING; VOWELS; WORD LISTS; WRITING; WRITTEN LANGUAGE

DESCRIPTIVE NOTE: 13P.

THIS PAPER DESCRIBES A SYSTEM FOR CHOCTAW ORTHOGRAPHY AND DISCUSSES THE PRINCIPLES AND RULES THAT CAN BE USED TO GOVERN THE SPELLING SYSTEM FOR THE LANGUAGE. THE ORTHOGRAPHY SYSTEM IS BASED ON A STUDY OF DOCUMENTS WRITTEN BY CONTEMPORARY CHOCTAWS. THE SYSTEM PROPOSED HERE SEEKS TO BE AS ACCURATE A REPRESENTATION OF THE SPOKEN LANGUAGE AS POSSIBLE WHILE PROVIDING A MORE OR LESS UNIFORM SPELLING FOR EACH MORPHEME; THE VOWEL AND CONSONANT SYSTEMS ARE DISCUSSED. WHERE BOTH THESE CONDITIONS CANNOT BE MET, THE CRITERION OF ACCURATE REPRESENTATION IS PREFERRED. THE OVERRIDING CONSIDERATION IS TO ACHIEVE A SPELLING SYSTEM THAT IS ACCEPTABLE TO A SPEAKER OF CHOCTAW AND EASY FOR HIM TO LEARN, ESSENTIALLY A PHONEME SYSTEM. A SAMPLE TEXT WITH TRANSLATION IS INCLUDED. FOR A RELATED DOCUMENT ON CHOCTAW MORPHOLOGY, SEE FL 002 865. (VM)

ACCESSION NUMBER: ED058803

TITLE: PARENT QUESTIONNAIRE ON BILINGUAL EDUCATION.

DESCRIPTOR: *BILINGUAL EDUCATION; BILINGUAL STUDENTS;
*EDUCATIONAL ATTITUDES; EDUCATIONAL INTEREST; EDUCATIONAL
OBJECTIVES; ENGLISH (SECOND LANGUAGE); ENGLISH EDUCATION;
FAMILY ENVIRONMENT; FAMILY INFLUENCE; LANGUAGE PROGRAMS;
*PARENT ATTITUDES; PARENT PARTICIPATION; PARENT REACTION;
PROGRAM ADMINISTRATION; PROGRAM EVALUATION; QUESTION ANSWER
INTERVIEWS; *QUESTIONING TECHNIQUES; *QUESTIONNAIRES;
SPANISH SPEAKING

DESCRIPTIVE NOTE: 16P.

THIS DOCUMENT PROVIDES A QUESTIONNAIRE TO BE USED TO
DETERMINE THE ATTITUDES AND INFLUENCE OF PARENTS WHO HAVE
CHILDREN IN BILINGUAL EDUCATION PROGRAMS. THIRTY SEVEN
QUESTIONS ARE LISTED, COVERING SUCH FACTORS AS FAMILY
BACKGROUND, LANGUAGE USAGE AT HOME, AND ASPIRATIONS FOR THE
EDUCATION OF THE CHILDREN. TECHNIQUES FOR ADMINISTERING THE
QUESTIONNAIRE ARE SUGGESTED ALONG WITH POSSIBLE USES OF THE
RESULTING INFORMATION. (VM)

ACCESSION NUMBER: ED058808

PUBLICATION DATE: DEC 71

TITLE: LITERATURA CHICANA: VIDA EN BUSCA DE FORMA (CHICANO LITERATURE: LIFE IN SEARCH OF FORM).

PERSONAL AUTHOR: RIVERA, TOMAS

DESCRIPTOR: BILINGUALISM; *CREATIVE EXPRESSION; CULTURAL AWARENESS; *CULTURAL BACKGROUND; *CULTURAL ENRICHMENT; ENGLISH; ESSAYS; LANGUAGE; *LITERATURE; *MEXICAN AMERICANS; NOVELS; POETRY; SHORT STORIES; SOCIOLOGY; SPANISH; STEREOTYPES; THEATER ARTS

DESCRIPTIVE NOTE: 12P.; PAPER PRESENTED AT THE AMERICAN ASSOCIATION OF TEACHERS OF SPANISH AND PORTUGUESE ANNUAL CONVENTION, CHICAGO, ILLINOIS, DECEMBER 28-30, 1971

THE CHICANO CULTURE IS SEARCHING FOR APPROPRIATE EXPRESSION IN ART FORMS AND LITERATURE. THE CHICANO NOVEL AND ESSAY, OFTEN WRITTEN IN ENGLISH, SEEM DIRECTED TOWARD THE NORTH AMERICAN PUBLIC. THE SHORT STORY IS THE MOST VARIED IN VIEWPOINT AND MOST VERSATILE IN FORM. POETRY CAPTURES THE CHICANO SENSITIVITY. IT IS ALMOST IMPOSSIBLE TO NOTE THE VARIETY OF FORMS, DIFFERENT LANGUAGES, AND MIXTURES OF LANGUAGE IN POETRY. DRAMA IS EXPERIMENTAL AND SEEKS TO BE DIDACTIC, USING SARCASM AND IRONY. THE ART FORMS MOST CAPABLE OF CHANGING THE STEREOTYPE ARE WRITTEN IN ENGLISH. THOSE FORMS MOST CAPABLE OF REACHING CHICANOS ARE WRITTEN IN POPULAR LANGUAGE OR IN SPANISH. (VM)

ACCESSION NUMBER: ED058971

PUBLICATION DATE: 70

TITLE: THE EFFECTS AND IMPLICATIONS OF CULTURALLY PLURALISTIC EDUCATION ON THE MEXICAN-AMERICAN.

PERSONAL AUTHOR: ULIBARRI, HORACIO

DESCRIPTOR: AMERICAN INDIANS; *BILINGUALISM; *CULTURAL PLURALISM; DISADVANTAGED GROUPS; *EDUCATION; LANGUAGE DEVELOPMENT; *LITERATURE REVIEWS; MEASUREMENT; METHODS; *MEXICAN AMERICANS; NEGROES; RESEARCH NEEDS; STUDENT DEVELOPMENT; SYSTEMS APPROACH

DESCRIPTIVE NOTE: 43P.

ESTABLISHING THAT CULTURAL DIVERSITY MAY BE NOTHING MORE THAN ECOLOGICAL ADJUSTMENT AND THEN EXAMINING THE LITERATURE AND RESEARCH RELATED TO CULTURALLY PLURALISTIC EDUCATION, THE AUTHOR DEALS WITH MEXICAN AMERICAN CHILDREN AND CHILDREN FROM OTHER MINORITY GROUPS IN TERMS OF GROWTH AND DEVELOPMENT (PHYSICAL, MENTAL, ACADEMIC, AND SOCIOCULTURAL); LANGUAGE ACQUISITION AND LEARNING (THEORETICAL LINGUISTICS, THE NATURE OF LANGUAGE, LANGUAGE ACQUISITION, LANGUAGE DESCRIPTION, SEMANTICS, SYNTAX, PHONOLOGY, CONTRASTIVE LINGUISTICS, PSYCHOLINGUISTICS, LANGUAGE AND COGNITION, SOCIOLINGUISTICS, MULTILINGUAL SOCIETIES, MULTILINGUAL INDIVIDUALS); BILINGUAL PROGRAMS AND METHODOLOGY; AND TESTS AND MEASUREMENTS. THE AUTHOR RECOMMENDS 3 AREAS FOR BASIC RESEARCH: (1) LIFE-STYLE STUDIES, (2) SOCIOPSYCHOLOGICAL STUDIES, AND (3) EDUCATIONAL STUDIES. IN ADDITION, IT IS SUGGESTED THAT A NEW START FOR THE EDUCATION OF MULTICULTURAL CHILDREN UTILIZE AN ORGANIZATIONAL SYSTEMS APPROACH. ONE FIGURE AND A 74-ITEM BIBLIOGRAPHY ARE INCLUDED. (MJ8)

ACCESSION NUMBER: ED058980

PUBLICATION DATE: SEP 71

TITLE: AMERICAN INDIAN EDUCATION, A SELECTED BIBLIOGRAPHY.
SUPPLEMENT NO. 2.

PERSONAL AUTHOR: ALTUS, DAVID M., COMP.; LINK, ALBERT D.,
COMP.

DESCRIPTOR: *ABSTRACTS; *AMERICAN INDIANS; *ANNOTATED
BIBLIOGRAPHIES; BILINGUAL EDUCATION; CULTURAL DIFFERENCES;
DISADVANTAGED YOUTH; *EDUCATIONAL RESOURCES; ENGLISH (SECOND
LANGUAGE); ESKIMOS; HISTORY; RESOURCE MATERIALS;
*SOCIOECONOMIC INFLUENCES; TEACHING

DESCRIPTIVE NOTE: 294P.

DOCUMENTS ON AMERICAN INDIANS ARE CITED IN THIS
BIBLIOGRAPHY, WHICH IS A SUPPLEMENT TO ED 030 780 AND ED 044
213. THIS BIBLIOGRAPHY CONTAINS ABSTRACTS OF 221 DOCUMENTS
CITED IN "RESEARCH IN EDUCATION" (RIE) FROM SEPTEMBER 1970
THROUGH JUNE 1971 AND 93 CITATIONS (SOME ANNOTATED) WHICH
HAVE APPEARED IN "CURRENT INDEX TO JOURNALS IN EDUCATION"
FROM JUNE 1970 THROUGH JUNE 1971. CITATIONS ARE INDEXED BY
SUBJECT TERMS FROM THE "THESAURUS OF ERIC DESCRIPTORS." THE
ENTRIES COVER A WIDE VARIETY OF RESOURCE MATERIALS (RESEARCH
AND PROGRAM REPORTS, GUIDES, BOOKS, ARTICLES, ETC.) THAT
EXAMINE THE CULTURAL AND SOCIOECONOMIC PROBLEMS AND
EDUCATIONAL DEVELOPMENTS RELATIVE TO AMERICAN INDIANS. PRICE
INFORMATION AND AVAILABILITIES ARE PROVIDED FOR DOCUMENTS
THAT HAVE BEEN LISTED IN RIE. (LS)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT
PRINTING OFFICE, WASHINGTON, D.C. 20402 (STOCK NO.
1780-0872, \$2.25)

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ACCESSION NUMBER: ED058983

PUBLICATION DATE: DEC 71

TITLE: MEXICAN-AMERICANS AND THE DESEGREGATION OF SCHOOLS IN THE SOUTHWEST.

PERSONAL AUTHOR: SALINAS, GUADALUPE, ED.

DESCRIPTOR: BILINGUAL EDUCATION; CHILD DEVELOPMENT; *COURT LITIGATION; EDUCATIONAL IMPROVEMENT; HISTORY; LAND USE; LAWS; *MEXICAN AMERICANS; *MINORITY GROUPS; *RACIAL SEGREGATION; *SCHOOL INTEGRATION; SCHOOLS; SERVICES; TESTING

IDENTIFIER: SOUTHWEST

DESCRIPTIVE NOTE: 41P.; ARTICLE ORIGINALLY APPEARED IN "HOUSTON LAW REVIEW," VOLUME 8, P 929, 1971

IT IS NOTED IN THIS ARTICLE THAT MEXICAN AMERICAN CHILDREN, COMPRISING THE LARGEST MINORITY STUDENT GROUP IN THE SOUTHWEST (17% OF THE TOTAL ENROLLMENT), HAVE BEEN NEGLECTED BOTH EDUCATIONALLY AND LEGALLY. THUS, "CISNEROS V. CORPUS CHRISTI INDEPENDENT SCHOOL DISTRICT" (1970), WHICH ESTABLISHED MEXICAN AMERICANS AS AN IDENTIFIABLE ETHNIC MINORITY GROUP FOR PURPOSES OF PUBLIC SCHOOL DESEGREGATION, IS LOOKED UPON AS PROVIDING A BASIS FOR HOPE FOR BETTER EDUCATION OF MEXICAN AMERICAN CHILDREN. FURTHER LEGALLY ORIENTED DISCUSSION TOPICS INCLUDE THE HISTORICAL BACKGROUND OF THE MEXICAN AMERICAN, DISCRIMINATION IN AREAS OTHER THAN EDUCATION, NON-JUDICIAL RECOGNITION OF MEXICAN AMERICANS, THE CHICANO SCHOOL CASES, FACTORS LEADING TO SEGREGATION OF MEXICAN AMERICAN CHILDREN (I.E., RESIDENTIAL SEGREGATION AND ABILITY GROUPING), AND THE FUTURE OF MEXICAN AMERICAN DESEGREGATION IN TERMS OF THE SOUTHWEST GENERALLY AND "ROSS V ECKELS--THE HOUSTON SITUATION." INCLUDED ARE REFERENCES TO 152 LEGAL CITATIONS. (MJB)

ACCESSION NUMBER: ED059766

PUBLICATION DATE: NOV 71

TITLE: ASSUMPTIONS FOR BILINGUAL INSTRUCTION IN THE PRIMARY GRADES OF NAVAJO SCHOOLS.

PERSONAL AUTHOR: WILSON, ROBERT D.

DESCRIPTOR: ABILITY; ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; *BILINGUAL EDUCATION; CULTURAL DIFFERENCES; CULTURAL PLURALISM; CURRICULUM DESIGN; *HYPOTHESIS TESTING; LEARNING ACTIVITIES; PERSONALITY CHANGE; *PRIMARY GRADES; STUDENT DEVELOPMENT; STUDENT PARTICIPATION; STUDENT TEACHER RATIO; *TEACHING TECHNIQUES

DESCRIPTIVE NOTE: 38P.; PAPER PRESENTED AT CONFERENCE ON CHILD LANGUAGE (CHICAGO, NOVEMBER 22-24, 1971)

A REVIEW OF SOME ASSUMPTIONS MADE IN THE DEVELOPMENT AND IMPLEMENTATION OF A BILINGUAL-BICULTURAL CURRICULUM FOR NAVAJO STUDENTS IN THE EARLY PRIMARY GRADES IS PRESENTED. THE CURRICULUM SET OUT TO DEVELOP AND EXPAND THE STUDENTS' ABILITIES FOR LEARNING, TEACHING THEM HOW TO LEARN, SO THEY COULD COPE WITH CHANGE. IT SET OUT TO SENSITIZE THEM TO THE TWO CULTURES, SO THAT THEY COULD COPE WITH BOTH; IT ALSO SET OUT TO STRUCTURE WHAT THE TEACHERS TAUGHT AND TO GENERALIZE HOW THEY TAUGHT, SO THAT THE STUDENTS COULD COPE WITH THE SCHOOL SITUATION. THE BASIC HEURISTIC OF THE CURRICULUM IS TO FIND THE INHERENT AND MAKE THEM PERVASIVE LIKE GROWING VEINS IN THE ORGANISM. IT IS WHAT THE CURRICULUM CONSIDERS INHERENT AND WHAT THE CURRICULUM HAS DONE WITH THE INHERENT THAT WILL CHARACTERIZE THE ASSUMPTIONS REVIEWED IN THIS PAPER. THESE ASSUMPTIONS INCLUDE: (1) RANDOMIZATION OF PUPIL PARTICIPATION ASSURES INDIVIDUAL ATTENTION FOR ALL MEMBERS OF THE CLASS; (2) TEACHING TECHNIQUE AFFECTS LEARNING ABILITY; AND (3) TEACHER-STUDENT RATIO AFFECT LEARNING PROGRESS. (AUTHOR/CK)

ACCESSION NUMBER: ED059818

PUBLICATION DATE: 70

TITLE: REPORTS: "BILINGUAL EDUCATION: THE STATUS OF THE ART, 1970" (7TH ANNUAL CONFERENCE OF THE SOUTHWEST COUNCIL FOR BILINGUAL EDUCATION, EL PASO, TEXAS, NOVEMBER 20-21, 1970).

PERSONAL AUTHOR: STUBING, C. H.; AND OTHERS

DESCRIPTOR: *BICULTURALISM; *BILINGUAL EDUCATION;
*CONFERENCE REPORTS; LINGUISTICS; *MEXICAN AMERICANS;
PROGRAM DEVELOPMENT; *TEACHER EDUCATOR EDUCATION; TEACHING;
TEACHING SKILLS; THEORIES

DESCRIPTIVE NOTE: 82p.

A REPORT ON THE STATUS OF BILINGUAL EDUCATION DURING 1970, THIS DOCUMENT IS COMPOSED OF PRESENTATIONS FROM THE 7TH ANNUAL CONFERENCE OF THE SOUTHWEST COUNCIL FOR BILINGUAL EDUCATION. PAPERS INCLUDED ARE ENTITLED BILINGUAL/BICULTURAL EDUCATION: OUR MISSION IN THE 70'S, BILINGUAL EDUCATION--THEORY AND PRACTICE, DISCREPANCIES BETWEEN THEORY AND PRACTICE, GETTING A HANDLE ON THE ATTAINABLE, AND, THE MEASUREMENT OF LINGUISTIC AND CULTURAL PHENOMENA. A SECTION ENTITLED INCREASING TEACHER PROFICIENCY IN THE EDUCATION OF MEXICAN-AMERICAN YOUTH DESCRIBES A PROPOSED PROGRAM TO INCREASE THE PROFICIENCY OF BILINGUAL TEACHERS; THIS SECTION PROVIDES A DESCRIPTION OF THE PROGRAM (TO BE IMPLEMENTED AT THE UNIVERSITY OF TEXAS AT EL PASO) IN TERMS OF RATIONALE, GOALS, PROGRAM OF INSTRUCTION, AND STRATEGIES FOR RECRUITMENT. ALSO INCLUDED ARE 6 PARADIGMS RELATING TO THE PROPOSED PROGRAM. (MJR)

AVAILABILITY: PUBLICATIONS MANAGER, BOX 3 L, DEPARTMENT OF FOREIGN LANGUAGES, NEW MEXICO STATE UNIVERSITY, LAS CRUCES, NEW MEXICO 88001 (\$2.75)

ACCESSION NUMBER: ED060397

PUBLICATION DATE: 72

TITLE: EARLY CHILDHOOD PROGRAMS FOR NON-ENGLISH-SPEAKING CHILDREN. PREP-31.

PERSONAL AUTHOR: BERNBAUM, MARCIA

DESCRIPTOR: ANNOTATED BIBLIOGRAPHIES; BIBLIOGRAPHIES;
BILINGUALISM; *BILINGUAL STUDENTS; COMMUNITY INFLUENCE;
*EARLY CHILDHOOD EDUCATION; *ENGLISH (SECOND LANGUAGE);
GUIDELINES; INSTRUCTIONAL AIDS; LANGUAGE RESEARCH;
LITERATURE REVIEWS; NAVAHO; *NON ENGLISH SPEAKING;
*PRESCHOOL CHILDREN; PSYCHOLINGUISTICS; RESOURCE MATERIALS;
SOCIAL PSYCHOLOGY; SOCIOLINGUISTICS; SPANISH SPEAKING;
TEACHING GUIDES; TESTING

IDENTIFIER: HEAD START PROJECTS; PREP; *PUTTING RESEARCH INTO EDUCATIONAL PRACTICE

DESCRIPTIVE NOTE: 34P.

RESEARCH FINDINGS ON BILINGUAL PRESCHOOL CHILDREN (2-1/2 TO 6 YEARS OF AGE) AND PROGRAMS ARE PRESENTED. WORKING DEFINITIONS ARE GIVEN FOR SOME OF THE TERMS USED IN THE REPORT. RESEARCH FINDINGS ARE DIVIDED INTO FOUR CATEGORIES: (1) "THE COMMUNITY" FOCUSES ON THE FINDINGS FROM THE FIELDS OF SOCIAL PSYCHOLOGY AND SOCIOLINGUISTICS; (2) "THE BILINGUAL CHILD" CONSIDERS THOSE FINDINGS FROM LINGUISTICS AND PSYCHOLINGUISTICS; (3) "OF SPECIAL INTEREST TO EDUCATORS" ANSWERS SOME SPECIFIC QUESTIONS; AND (4) "TESTING THE BILINGUAL PRESCHOOLER" SUMMARIZES SEVERAL ISSUES ASSOCIATED WITH ASSESSING TO WHAT EXTENT A CHILD IS BILINGUAL, AND DRAWS ATTENTION TO POSSIBLE APPROACHES THAT MAY BE USED TO ASSESS THE INTELLIGENCE OF A BILINGUAL CHILD. PRACTICAL GUIDELINES FOR THE TEACHER AND ADMINISTRATOR ARE GIVEN, FOLLOWED BY SPECIFIC GUIDELINES THAT RELATE TO THE COMMUNITY, THE PARENTS, THE CHILDREN, THE TEACHER AND HER AIDE, AND GOALS. EXAMPLES OF EXISTING BILINGUAL PRESCHOOL PROGRAMS THAT FIT INTO ONE OF THE FOUR FOLLOWING CATEGORIES ARE GIVEN: (1) ONE WAY: DOMINANT LANGUAGE; (2) ONE WAY: BILINGUAL; (3) MIXED: DOMINANT LANGUAGE; AND (4) MIXED: BILINGUAL. ADDITIONAL SOURCES OF INFORMATION ON BILINGUAL PROGRAMS AND TEACHING AIDS ARE PRESENTED IN TWO CATEGORIES: HANDBOOKS AND TEACHING AIDS, WHICH ARE FOR USE IN SPANISH-SPEAKING OR INDIAN-SPEAKING CLASSES. A BIBLIOGRAPHY CONCLUDES THE REPORT. (DB)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 (\$6 A YEAR; FOREIGN, \$1.50 ADDITIONAL. SINGLE COPY: \$0.55)

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ACCESSION NUMBER: ED060705

TITLE: BILINGUAL BICULTURAL EDUCATION IN THE COMPTON UNIFIED SCHOOL DISTRICT AND ITS RELEVANCE TO A MULTI-ETHNIC COMMUNITY.

PERSONAL AUTHOR: GOODMAN, FRANK M.

DESCRIPTOR: *BICULTURALISM; BILINGUAL EDUCATION;
*BILINGUALISM; COMMUNITY INVOLVEMENT; CULTURAL EDUCATION;
CULTURALLY DISADVANTAGED; ECONOMICALLY DISADVANTAGED;
EDUCATIONAL INNOVATION; EDUCATIONAL OBJECTIVES; *EDUCATIONAL
STRATEGIES; ENGLISH (SECOND LANGUAGE); ETHNIC GROUPS;
LANGUAGE INSTRUCTION; *LANGUAGE PROGRAMS; *MEXICAN
AMERICANS; MINORITY GROUPS; SECOND LANGUAGE LEARNING; SELF
CONCEPT

IDENTIFIER: CALIFORNIA; *COMPTON

DESCRIPTIVE NOTE: 5P.

THE COMPTON BILINGUAL PLAN IS A MULTI-CULTURAL PROGRAM DESIGNED TO FOSTER LANGUAGE PRESERVATION AS A NATIONAL RESOURCE TO PROMOTE A WELL-EDUCATED, WELL-ADJUSTED CITIZENRY ABLE TO FUNCTION EFFECTIVELY IN TWO LANGUAGES AND IN TWO OR MORE CULTURES. THE CHILDREN ARE TAUGHT IN TWO LANGUAGES, SPANISH AND ENGLISH, AND ARE OPENLY PARTICIPATING IN TRANS-RACIAL COMMUNICATION IN A MULTI-CULTURAL CLASSROOM AND COMMUNITY. ALL THE CHILDREN, WITHIN AN INTEGRATED CLASSROOM ENVIRONMENT, ARE OFFERED THE OPPORTUNITY TO BECOME FUNCTIONAL BILINGUALS AND PARTICIPATE IN ONE ANOTHER'S CULTURE. (AUTHOR/VM)

ACCESSION NUMBER: ED060747

PUBLICATION DATE: NOV 71

TITLE: BILINGUALISM IN THE SIX-YEAR-OLD NAVAJO CHILD.

PERSONAL AUTHOR: SPOLSKY, BERNARD; HOLM, WAYNE

DESCRIPTOR: ACCULTURATION; AMERICAN ENGLISH; AMERICAN INDIANS; BEGINNING READING; BILINGUAL EDUCATION; *BILINGUALISM; CHILD LANGUAGE; DIGLOSSIA; EARLY CHILDHOOD EDUCATION; *ENGLISH (SECOND LANGUAGE); *ENVIRONMENTAL INFLUENCES; *LANGUAGE DEVELOPMENT; *NAVAHO; PRESCHOOL CHILDREN; RESERVATIONS (INDIAN); SOCIOLINGUISTICS; TABLES (DATA); TEACHER AIDES

DESCRIPTIVE NOTE: 15P.; IN "CONFERENCE ON CHILD LANGUAGE," PREPRINTS OF PAPERS PRESENTED AT THE CONFERENCE, CHICAGO, ILLINOIS, NOVEMBER 22-24, 1971, P225-239

THE AMOUNT OF ENGLISH SPOKEN BY SIX-YEAR-OLD NAVAHO CHILDREN AS THEY ENTER FIRST GRADE IS INCREASING AND WILL PROBABLY CONTINUE TO INCREASE. CONTACTS OUTSIDE THE RESERVATION CONTRIBUTE TO THIS INCREASE AS DO THE ALMOST COMPLETELY MONOLINGUAL (ENGLISH) SCHOOLS. LOCATION OF RESIDENCE IS ALSO A FACTOR. LINGUISTIC BORROWING OF ENGLISH WORDS IS ANOTHER INDICATION OF THE INCREASED INFLUENCE OF ENGLISH. ALTHOUGH THE NAVAHO PEOPLE REMAIN THE LARGEST GROUP OF NON-ENGLISH-SPEAKING INDIANS IN THE UNITED STATES, THERE ARE SIGNS OF A GROWING DIGLOSSIA. (VM)

ACCESSION NUMBER: ED060749

PUBLICATION DATE: 71

TITLE: THE DEVELOPMENT OF SEMANTIC CATEGORIES IN
SPANISH-ENGLISH AND NAVAJO-ENGLISH BILINGUAL CHILDREN.

PERSONAL AUTHOR: YOUNG, RODNEY W.

DESCRIPTOR: *BILINGUALISM; CHILDREN; COMPARATIVE ANALYSIS;
ENGLISH (SECOND LANGUAGE); INTERFERENCE (LANGUAGE LEARNING);
*LANGUAGE RESEARCH; LINGUISTIC PATTERNS; *LINGUISTIC THEORY;
NAVAHO; *SECOND LANGUAGE LEARNING; *SEMANTICS; SPANISH;
SPANISH SPEAKING; STATISTICAL ANALYSIS; SYNTAX; TABLES
(DATA)

DESCRIPTIVE NOTE: 16P.; IN "CONFERENCE ON CHILD LANGUAGE,"
PREPRINTS OF PAPERS PRESENTED AT THE CONFERENCE, CHICAGO,
ILLINOIS, NOVEMBER 22-24, 1971, P193-208

THE EXPERIMENT DESCRIBED IN THIS REPORT CONSIDERS WHETHER CHILDREN WHO LEARN A SECOND LANGUAGE WILL DEVELOP THE SAME SEMANTIC SYSTEM AS MONOLINGUAL CHILDREN OR WHETHER THEIR SEMANTIC SYSTEM WILL BE DIFFERENT BECAUSE OF LINGUISTIC OR CULTURAL INTERFERENCE, AND ALSO WHETHER THE BILINGUAL CHILD DEVELOPS SEPARATE MEANING SYSTEMS FOR HIS TWO LANGUAGES OR WHETHER HE OPERATES BY MEANS OF A SINGLE SYSTEM. THE EXPERIMENT COMPARES THE RELATIVE DIFFICULTY OF CERTAIN SEMANTIC CONSTRUCTIONS IN COMPREHENSION TESTS FOR TWO GROUPS OF YOUNG BILINGUAL CHILDREN: SPANISH-ENGLISH BILINGUALS AND NAVAHO-ENGLISH BILINGUALS. DETAILS AND RESULTS ARE PROVIDED. FINDINGS INDICATE THAT BILINGUAL CHILDREN DO NOT PARALLEL MONOLINGUAL CHILDREN IN PATTERNS OF DIFFICULTY OF SEMANTIC CATEGORIES. CATEGORIES NOT PRESENT IN THEIR FIRST LANGUAGE ARE APPRECIABLY MORE DIFFICULT IN RELATION TO THE OTHER CATEGORIES THAN FOR MONOLINGUAL CHILDREN. (AUTHOR/VM)

ACCESSION NUMBER: E0060995

PUBLICATION DATE: FEB 72

TITLE: AMERICAN INDIAN EDUCATION. EDUCATION BRIEFING PAPER.

DESCRIPTOR: *AMERICAN INDIANS; BILINGUAL EDUCATION;
*COMMUNITY CONTROL; *EDUCATION; *FEDERAL PROGRAMS; *POLICY

DESCRIPTIVE NOTE: 5P.

CONTAINED IN THIS PAPER ARE THE 6 STEPS THAT THE U.S. OFFICE OF EDUCATION (OE) HAS TAKEN, OR WILL BE TAKING, TO ACHIEVE THE IMPACT CALLED FOR BY OE'S 1971 INDIAN EDUCATION TASK FORCE. FIRST, OE HAS AMENDED ITS POLICY TO INCLUDE A SPECIAL FOCUS ON AMERICAN INDIAN EDUCATION WITHIN THE AGENCY. SECOND, OE IS DEVELOPING CERTAIN MANAGEMENT PROCEDURES TO INCREASE THE IMPACT OF ITS EFFORTS. THIRD, THE COMMISSIONER OF EDUCATION HAS ASKED THE DEPUTY COMMISSIONER FOR SCHOOL SYSTEMS TO SET UP A SPECIAL MONITORING PLAN AND SCHEDULE FOR REVIEWS OF TITLE I PROJECTS (BOTH BUREAU OF INDIAN AFFAIRS BIA AND NON-BIA) SERVING INDIAN CHILDREN. FOURTH, OE IS STUDYING SEVERAL ALTERNATIVES TO OBTAIN THE BEST POSSIBLE GUIDANCE FROM INDIAN EDUCATORS AND REPRESENTATIVES. FIFTH, OE IS NOW TAKING PRELIMINARY STEPS IN THE DEVELOPMENT OF A POLICY ON THE ISSUE OF LOCAL CONTROL IN OFF-RESERVATION SETTINGS. SIXTH, OE WILL WORK WITH URBAN SCHOOL DISTRICTS AND THE EXISTING URBAN INDIAN CENTERS TO PROVIDE TECHNICAL ASSISTANCE AND IMPROVED EDUCATIONAL SERVICES FOR URBAN INDIAN CHILDREN. (LS)

ACCESSION NUMBER: ED061000

PUBLICATION DATE: 70

TITLE: ASSESSMENT AND RELATIVE EFFECTS OF READING PROGRAMS FOR MEXICAN AMERICANS. A POSITION PAPER.

PERSONAL AUTHOR: ROSEN, CARL L.

DESCRIPTOR: BIBLIOGRAPHIC CITATIONS; BILINGUAL EDUCATION; *ENGLISH (SECOND LANGUAGE); LANGUAGE SKILLS; LINGUISTICS; *LITERATURE REVIEWS; *MEXICAN AMERICANS; *NEEDS; READING PROGRAMS; *READING RESEARCH; RESEARCH NEEDS

DESCRIPTIVE NOTE: 39P.

THE PROBLEM OF TEACHING READING IN ENGLISH TO MEXICAN AMERICAN CHILDREN WITH SPANISH AS THEIR PRIMARY LANGUAGE IS CONSIDERED IN THIS PAPER. LITERATURE REVIEWS ARE DONE ON RESEARCH DEALING WITH (1) LINGUISTICS, (2) LANGUAGE-MODIFICATION APPROACHES, (3) LINGUISTIC APPROACHES, (4) LANGUAGE-EXPERIENCE APPROACHES, (5) BILINGUAL EDUCATION, AND (6) TEACHER-SCHOOL FACTORS. CONCLUSIONS ON THE BASIS OF RESEARCH IN THESE 6 AREAS ARE GIVEN. ALSO GIVEN ARE IMPLICATIONS AND SPECIFIC DIRECTIONS FOR (1) BASIC RESEARCH IN LANGUAGE AND READING PROCESSES, (2) NORMATIVE DESCRIPTIVE STUDIES OF PROCESSES INVOLVED IN READING, (3) PRE-SCHOOL EDUCATIONAL RESEARCH AND LEADERSHIP, (4) RESEARCH IN THE TEACHING OF ENGLISH AS A SECOND LANGUAGE AND BILINGUAL EDUCATION SYSTEMS, AND (5) BASIC AND APPLIED RESEARCH INTO CURRENT SCHOOL PRACTICES, CONDITIONS, AND POSSIBLE PROMISING INNOVATIONS. AN 88-ITEM BIBLIOGRAPHY IS APPENDED. (NO)

ACCESSION NUMBER: ED061789

PUBLICATION DATE: 71

TITLE: BILINGUAL EDUCATION FOR AMERICAN INDIANS.

PERSONAL AUTHOR: REBERT, ROBERT J., ED.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; ANNOTATED BIBLIOGRAPHIES;
APPLIED LINGUISTICS; BICULTURALISM; *BILINGUAL EDUCATION;
BILINGUALISM; BILINGUAL SCHOOLS; CROSS CULTURAL TRAINING;
CULTURAL DIFFERENCES; EARLY CHILDHOOD EDUCATION; EDUCATIONAL
DISADVANTAGEMENT; *EDUCATIONAL POLICY; *ENGLISH (SECOND
LANGUAGE); ESKIMOS; FEDERAL GOVERNMENT; KINDERGARTEN;
LANGUAGE PLANNING; *LANGUAGE PROGRAMS; NAVAHO; SECOND
LANGUAGE LEARNING

IDENTIFIER: *BUREAU OF INDIAN AFFAIRS

DESCRIPTIVE NOTE: 102P.

THIS CURRICULUM BULLETIN CONTAINS ARTICLES RELEVANT TO PROBLEMS IN BILINGUAL EDUCATION FOR AMERICAN INDIANS. THE FIRST SECTION INCLUDES ARTICLES PRESENTING A BROAD VIEW OF PAST AND PRESENT ACTIVITIES IN BILINGUAL EDUCATION FOR AMERICAN INDIANS AND ESKIMOS. THE HISTORY OF LANGUAGE INSTRUCTION IN AMERICAN INDIAN SCHOOLS AND OF BILINGUAL EDUCATION IN BUREAU OF INDIAN AFFAIRS SCHOOLS IS DISCUSSED ALONG WITH THE BILINGUAL EDUCATION ACT AND ITS EFFECT ON THE AMERICAN INDIAN. TWO STATEMENTS ON BILINGUALISM APPEAR, AND A SUMMARY OF PERTINENT RESEARCH IN BILINGUAL EDUCATION IS INCLUDED. PART TWO DEALS WITH PRACTICAL ASPECTS AND CASE STUDIES. ONE ARTICLE DISCUSSES WHAT CLASSROOM TEACHERS SHOULD KNOW ABOUT BILINGUAL EDUCATION. THREE OTHERS DISCUSS PROGRAMS FOR NAVAHO CHILDREN. THE FINAL SECTION IS A BIBLIOGRAPHY OF APPROXIMATELY 70 BOOKS AND ARTICLES ON BILINGUALISM WRITTEN BETWEEN 1953 AND 1971; SOME OF THE MORE IMPORTANT ENTRIES ARE ANNOTATED. ONE APPENDIX PROVIDES A GLOSSARY OF RELEVANT TERMS. THE SECOND APPENDIX PRESENTS SOME LINGUISTIC PRINCIPLES FOR DESCRIBING LANGUAGE. (VM)

ACCESSION NUMBER: ED061807

PUBLICATION DATE: NOV 71

TITLE: QUESTION GENERATION BY FIRST GRADERS: A HEURISTIC MODEL.

PERSONAL AUTHOR: STREIFF, VIRGINIA

DESCRIPTOR: AMERICAN INDIANS; BILINGUAL EDUCATION;
CHILDREN; *COGNITIVE DEVELOPMENT; COGNITIVE PROCESSES;
COMMUNICATION (THOUGHT TRANSFER); COMPREHENSION;
*COMPREHENSION DEVELOPMENT; EDUCATIONAL OBJECTIVES; *ENGLISH
(SECOND LANGUAGE); *GRADE 1; INQUIRY TRAINING; LANGUAGE
PROGRAMS; LANGUAGE SKILLS; *LISTENING COMPREHENSION; MEXICAN
AMERICANS; SECOND LANGUAGE LEARNING

DESCRIPTIVE NOTE: 20P.; IN "CONFERENCE ON CHILD LANGUAGE,"
PREPRINTS OF PAPERS PRESENTED AT THE CONFERENCE, CHICAGO,
ILLINOIS, NOVEMBER 22-24, 1971, P119-138

THIS PAPER DESCRIBES THE DESIGN AND PRACTICAL APPLICATION OF A PROGRAM CALLED "LISTENING" WHICH HAS BEEN DEVELOPED TO HELP YOUNG LEARNERS OF ENGLISH AS A SECOND LANGUAGE GAIN SOME STRATEGIES FOR COMPREHENSION IN THEIR NEW LANGUAGE. THE LONG-RANGE GOAL OF THE PROGRAM IS TO DEVELOP THE LEARNER'S ACTIVE INVOLVEMENT IN THINKING ABOUT THE FACTS HE LISTENS TO, IN APPLYING LANGUAGE AND THINKING PROCESSES WHICH HELP HIM COMPREHEND AND RETAIN THE SALIENT FEATURES OF A MESSAGE WHICH OFTEN EXCEED THE EXPLICIT FACTS, AND THEN IN THINKING MORE ABOUT THEM. INQUIRY IS THE PRINCIPAL DEVICE OF THE PROGRAM. THE CHILDREN LEARN TO ASK RELEVANT, APPROPRIATE, AND SUBSTANTIAL QUESTIONS, AND TO VALUE SUCH INQUIRY BY ACTUALLY ENGAGING IN THE ACTIVITY. QUESTION-ASKING ACTS AS THE PIVOT FROM SECOND LANGUAGE LEARNING TO LEARNING IN THE SECOND LANGUAGE. A DESCRIPTION OF THE PROGRAM IS PROVIDED, WITH REMARKS ON THE OBJECTIVES AND CHARACTERISTICS OF THE VARIOUS STATES OF THE PROGRAM. (AUTHOR/VM)

ACCESSION NUMBER: ED061813

PUBLICATION DATE: NOV 71

TITLE: INITIAL READING IN SPANISH FOR BILINGUALS.

PERSONAL AUTHOR: HERBERT, CHARLES H., JR.

DESCRIPTOR: *BEGINNING READING; *BILINGUAL EDUCATION;
BILINGUALISM; DIALECTS; EARLY CHILDHOOD EDUCATION;
EDUCATIONAL EXPERIMENTS; INSTRUCTIONAL MATERIALS; MEXICAN
AMERICANS; PROGRAM EVALUATION; PRONUNCIATION; *READING
PROGRAMS; READING SKILLS; SPANISH; *SPANISH SPEAKING;
*TEACHING METHODS; WRITING

DESCRIPTIVE NOTE: 19P.; IN "CONFERENCE ON CHILD LANGUAGE,"
PREPRINTS OF PAPERS PRESENTED AT THE CONFERENCE, CHICAGO,
ILLINOIS, NOVEMBER 22-24, 1971, P501-519

"INITIAL READING IN SPANISH" IS A PROJECT DESIGNED TO
PRODUCE A DETAILED, DESCRIPTIVE ANALYSIS OF PROCEDURES USED
TO TEACH SPANISH-SPEAKING CHILDREN IN THE UNITED STATES TO
READ IN THEIR NATIVE LANGUAGE. THIS DOCUMENT DESCRIBES THE
PROCEDURES IN DEVELOPING AND EVALUATING SUCH A READING
PROGRAM. THE INITIAL STEP IN THE PROGRAM WAS TO OBSERVE
SPANISH READING INSTRUCTION IN SEVERAL MEXICAN SCHOOLS.
OBSERVATIONS OF PROCEDURES AND METHODS USED IN MEXICO WERE
USED TO DEVISE A PROGRAM TESTED IN FOUR LOCATIONS IN THE
UNITED STATES. SEVERAL FORMS WERE DEVELOPED TO STANDARDIZE
THE PROCEDURES FOR EVALUATING THE PROGRAM. EXTENSIVE
VIDEOTAPING WAS DONE IN THE FOUR EXPERIMENTAL CLASSROOMS.
THE FINAL REPORT ON THE PROJECT SHOWS THE RESULTS OF THE
OBSERVATIONS AND EVALUATIONS MADE DURING THE PROJECT AND
DESCRIBES THE TEACHING METHODOLOGIES THAT WERE USED. THIS
REPORT SUMMARIZES THE TEACHING METHODOLOGIES AND THE GENERAL
RESULTS OF THE PROJECT. (VM)

ACCESSION NUMBER: ED062043

PUBLICATION DATE: MAR 70

TITLE: COMPARISON OF BILINGUAL VS. SINGLE LANGUAGE INSTRUCTION IN CONCEPT LEARNING IN MEXICAN-AMERICAN FOUR YEAR OLDS.

PERSONAL AUTHOR: BRYSON, JUANITA

DESCRIPTOR: BIBLIOGRAPHIC CITATIONS; *BILINGUAL EDUCATION; *CONCEPT FORMATION; CRITERION REFERENCED TESTS; EDUCATIONAL RESEARCH; *INSTRUCTION; LANGUAGE ROLE; LITERATURE REVIEWS; *MEXICAN AMERICANS; *PRESCHOOL CHILDREN; TABLES (DATA)

DESCRIPTIVE NOTE: 67P.

BILINGUAL VS. UNILINGUAL INSTRUCTION WAS STUDIED IN THE TEACHING OF 5 POSITIONAL-PREPOSITION CONCEPTS (E.G., UNDER) TO MEXICAN AMERICAN HEADSTART 4-YEAR-OLDS. TREATMENTS CONSISTED OF INSTRUCTION IN SPANISH ONLY, ENGLISH ONLY, OR BILINGUALLY TO THE 48 SUBJECTS EXPOSED TO THE PREPOSITIONAL CONCEPTS VIA TAPE-RECORDED PROGRAMMED INSTRUCTION GIVEN DAILY FOR 10 MINUTES. ASSIGNMENT TO CONTROL AND TREATMENT GROUPS WAS RANDOMLY STRATIFIED BY SEX, AND SUBJECTS WERE PRETESTED THE FIRST DAY OF INSTRUCTION AND POSTTESTED ON THE FINAL (3RD) DAY. THESE TESTS, ADMINISTERED IN ENGLISH AND SPANISH, INCLUDED A TRANSFER TEST CONSISTING OF A 2-DIMENSIONAL PRESENTATION OF THE SAME PREPOSITIONS AND A LEARNING TASK IN THE LANGUAGE OPPOSITE FROM INSTRUCTION. ALL CRITERION TESTS REQUIRED VERBAL LABELING AND DEMONSTRATION. ANALYSIS OF COVARIANCE AND NEWMAN-KEULS COMPARISONS INDICATED THAT POSTTEST SCORES OF THE TREATMENT GROUPS WERE HIGHER THAN THOSE OF THE CONTROL GROUP, REFLECTING THE EFFECT OF INSTRUCTION VS. NO INSTRUCTION. SIGNIFICANT DIFFERENCES WERE FOUND AS A FUNCTION OF LANGUAGE EXPOSURE IN THE HOME, BUT NO SIGNIFICANT DIFFERENCES WERE FOUND BETWEEN TREATMENT GROUPS. THE STUDY IS LIMITED BY SAMPLING PRACTICES AND RESTRICTED TREATMENT TIME. AN APPENDIX CONTAINS THE INSTRUCTIONAL TREATMENTS USED. (AUTHOR/NQ)

ACCESSION NUMBER: ED062054

PUBLICATION DATE: 70

TITLE: LOS CHICANOS: AN AWAKENING PEOPLE. SOUTHWESTERN STUDIES, MONOGRAPH NO. 28.

PERSONAL AUTHOR: HADDOX, JOHN

DESCRIPTOR: *ACCUULTURATION; *ACTIVISM; BIBLIOGRAPHIC CITATIONS; BILINGUAL EDUCATION; *CULTURAL BACKGROUND; *EDUCATION; LITERATURE REVIEWS; *MEXICAN AMERICANS; SELF CONCEPT; VALUES

DESCRIPTIVE NOTE: 44P.

IN THIS MONOGRAPH ON THE CHICANOS, A HISTORY OF THE INJUSTICE AND HUMILIATION THAT MANY SPANISH-SPEAKING PERSONS HAVE ENDURED IS GIVEN. ALSO DISCUSSED ARE SUCH SUBJECTS AS EDUCATION, ACCULTURATION, IDENTITY, AND VALUES. THE MONOGRAPH, WHICH TAKES THE FORM OF A LITERATURE REVIEW, ALSO PROVIDES A DISCUSSION ABOUT OPPORTUNITIES AND ACTIONS NEEDED TO FURTHER THE CHICANO CAUSE. (NQ)

AVAILABILITY: TEXAS WESTERN PRESS, THE UNIVERSITY OF TEXAS AT EL PASO, EL PASO, TEXAS 79999 (\$2.00)

ACCESSION NUMBER: ED062069

PUBLICATION DATE: MAY 72

TITLE: THE EXCLUDED STUDENT; EDUCATIONAL PRACTICES AFFECTING MEXICAN AMERICANS IN THE SOUTHWEST. MEXICAN AMERICAN EDUCATION STUDY.

DESCRIPTOR: BILINGUAL EDUCATION; COMMUNITY INVOLVEMENT; COMMUNITY ROLE; *CULTURAL AWARENESS; CURRICULUM; EDUCATIONAL NEEDS; EDUCATIONAL POLICY; ENGLISH (SECOND LANGUAGE); *EQUAL EDUCATION; *MEXICAN AMERICANS; *PUBLIC SCHOOLS; QUESTIONNAIRES; RESEAPCH; SCHOOL COMMUNITY RELATIONSHIP; *SURVEYS

IDENTIFIER: SOUTHWEST

DESCRIPTIVE NOTE: 77P.

IN THIS U.S. COMMISSION ON CIVIL RIGHTS REPORT, DENIAL OF EQUAL OPPORTUNITY TO MEXICAN AMERICANS BY EXCLUSIONARY PRACTICES IN PUBLIC SCHOOLS IS EXAMINED THROUGH INFORMATION GATHERED AT A COMMISSION ON CIVIL RIGHTS HEARING AND A SUBSEQUENT 1969 SURVEY OF SCHOOL DISTRICTS IN ARIZONA, CALIFORNIA, COLORADO, NEW MEXICO, AND TEXAS HAVING ENROLLMENTS OF MORE THAN 10% SPANISH-SURNAMED STUDENTS. ALTHOUGH SOME INNOVATIONS ORIENTED TO CLOSING THE EDUCATIONAL GAP BETWEEN ANGLOS AND MEXICAN AMERICANS WERE FOUND, SCHOOL SYSTEMS GENERALLY HAD NOT RECOGNIZED THE CULTURE AND TRADITION OF THE MEXICAN AMERICAN AND HAD NOT ADOPTED POLICIES AND PROGRAMS ENABLING MEXICAN AMERICAN STUDENTS TO PARTICIPATE FULLY IN THE BENEFITS OF THE EDUCATIONAL PROCESS. OF 3 TYPES OF PROGRAMS THAT SCHOOLS MAY USE TO MEET THE ENGLISH LANGUAGE DIFFICULTY OF SPANISH-SPEAKING STUDENTS (BILINGUAL EDUCATION, ENGLISH AS A SECOND LANGUAGE, AND REMEDIAL READING), BILINGUAL EDUCATION WAS OBSERVED TO BE POTENTIALLY THE MOST ADVANTAGEOUS TO BOTH ANGLO AND NON-ENGLISH-SPEAKING STUDENTS; HOWEVER, BILINGUAL PROGRAMS WERE FOUND IN ONLY 6.5% OF THE SCHOOLS--POSSIBLY BECAUSE OF THE GREAT CURRICULAR CHANGE REQUIRED. SUPPRESSION OF THE SPANISH LANGUAGE WAS FOUND TO BE THE MOST OVERT AREA OF CULTURAL EXCLUSION, FOLLOWED BY EXCLUSION OF RELEVANT COURSE CONTENT IN TERMS OF INDO-HISPANIC HISTORY, HERITAGE, AND FOLKLORE. EXCLUSION OF MEXICAN AMERICAN COMMUNITY INVOLVEMENT WAS ALSO NOTED: FEW SCHOOL DISTRICTS AVAILED THEMSELVES OF COMMUNITY ADVISORY BOARDS, CONTACTS WITH THE COMMUNITY, COMMUNITY RELATIONS SPECIALISTS, AND/OR MEXICAN AMERICAN EDUCATIONAL CONSULTANTS. RELATED DOCUMENTS ARE ED 052 849 AND ED 056 821. (MJ8)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 (STOCK NO. 0500-0074, \$0.75)

ACCESSION NUMBER: ED062367

PUBLICATION DATE: APR 72

TITLE: EVALUATING CARRASCOLENDAS: A TELEVISION SERIES FOR MEXICAN-AMERICAN CHILDREN.

PERSONAL AUTHOR: WILLIAMS, FREDERICK; NATALICIO, DIANA S.

DESCRIPTOR: ANALYSIS OF COVARIANCE; BEHAVIORAL OBJECTIVES; BICULTURALISM; *BILINGUAL EDUCATION; COGNITIVE DEVELOPMENT; *EDUCATIONAL TELEVISION; GRADE 1; GRADE 2; LANGUAGE USAGE; LETTERS (ALPHABET); *MEXICAN AMERICANS; NUMBERS; PHYSICAL ENVIRONMENT; POST TESTING; PRETESTS; *PROGRAM DEVELOPMENT; *PROGRAM EVALUATION; QUESTION ANSWER INTERVIEWS; SPANISH SPEAKING; STATISTICAL ANALYSIS

IDENTIFIER: BILINGUAL EDUCATION ACT; *CARRASCOLENDAS; TITLE VII

DESCRIPTIVE NOTE: 19P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (CHICAGO, ILLINOIS, APRIL 1972)

THE DEVELOPMENT OF "CARRASCOLENDAS," A TELEVISION SERIES DEVISED FOR MEXICAN-AMERICAN CHILDREN, IS SUMMARIZED. EMPHASIS IS PLACED UPON STRATEGIES FOR EVALUATION. EVALUATION EVIDENCE INDICATES THAT "CARRASCOLENDAS" MAY BE AN ALTERNATIVE OR AN ADDITION TO THE SESAME STREET APPROACH TO DEALING WITH THE EDUCATION OF THE DISADVANTAGED. (MS)

ACCESSION NUMBER: ED062469

PUBLICATION DATE: 70

TITLE: ETHNIC MODIFICATION OF THE CURRICULUM.

PERSONAL AUTHOR: DUNFEE, MAXINE

DESCRIPTOR: AFRICAN AMERICAN STUDIES; AMERICAN INDIANS; BILINGUALISM; COMPENSATORY EDUCATION; *CONFERENCE REPORTS; CULTURAL EDUCATION; *CURRICULUM DEVELOPMENT; EDUCATIONAL PHILOSOPHY; *ETHNIC STUDIES; LANGUAGE INSTRUCTION; NEGRO EDUCATION; *RELEVANCE (EDUCATION); *TEACHER EDUCATION; URBAN EDUCATION; URBAN STUDIES

DESCRIPTIVE NOTE: 52P.; REPORT OF A CONFERENCE ON ETHNIC MODIFICATION OF THE CURRICULUM, ST. LOUIS, MO., NOVEMBER 20-22, 1969

THIS PUBLICATION REPORTS THE PROCEEDINGS OF THE INVITATIONAL CONFERENCE ON ETHNIC MODIFICATION OF THE CURRICULUM--LATER REVISED BY THE PARTICIPANTS TO BE KNOWN AS THE INVITATIONAL CONVENTION ON CURRICULUM MODIFICATIONS FOR ETHNIC EMPHASES--CONVENED IN ST. LOUIS, MISSOURI ON NOVEMBER 20, 1969. THE PURPOSE OF THE INVITATIONAL CONFERENCE WAS TO CALL TOGETHER A SMALL GROUP OF PEOPLE TO EXPLORE THE QUESTION OF WHAT MODIFICATIONS OF THE CURRICULUM CAN BE MADE TO BETTER SERVE THE EDUCATIONAL NEEDS OF CHILDREN AND YOUTH FROM VARIOUS ETHNIC GROUPS. THOSE INVITED INCLUDED GENERALISTS FROM THE CURRICULUM FIELD AND THOSE WITH EXPERIENCE IN ETHNIC MODIFICATIONS. THE CONFERENCE INCLUDED FOUR SESSIONS. THE FIRST SESSION WAS AN ORIENTATION TO THE ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT AND ITS RELATION TO THE PURPOSES OF THE CONFERENCE, FOLLOWED BY A GENERAL DISCUSSION TO SHARPEN THE ISSUES AND PREPARE FOR THE LATER SEMINAR. THE SECOND AND THIRD SESSIONS INCLUDED TALKS GIVEN BY PARTICIPANTS ALREADY ACTIVELY INVOLVED IN EFFORTS TO MODIFY THE CURRICULUM TO GET AT DISTINCTIVE NEEDS OF VARIOUS ETHNIC GROUPS. THE FOURTH SESSION BEGAN WITH DISCUSSION OF THE DIFFERENCES IN RATIONALE IN THE APPROACHES TO CURRICULUM MODIFICATION. PARTICIPANTS WITH CURRICULUM RESPONSIBILITY WERE THEN INVITED TO PRESENT A SHORT ORAL STATEMENT ON THE KIND OF QUESTIONS THAT SHOULD BE POSED TO PERSONS CALLED UPON TO EXERT LEADERSHIP IN THIS AREA. (AUTHOR/JM)

AVAILABILITY: ASSOC. FOR SUPERVISION AND CURRICULUM DEVELOPMENT, NEA, 1201 SIXTEENTH STREET, N. W., WASHINGTON, D. C. 20036 (611-17832; \$1.00)

ACCESSION NUMBER: ED062847

TITLE: PRIMARY SELF-CONCEPT SCALE: TEST MANUAL.

PERSONAL AUTHOR: MULLER, DOUGLAS G.; LEONETTI, ROBERT

DESCRIPTOR: BEHAVIOR; BILINGUAL EDUCATION; BILINGUALISM;
IDENTIFICATION (PSYCHOLOGICAL); INDIVIDUAL DEVELOPMENT;
KINDERGARTEN; MEXICAN AMERICANS; PEER RELATIONSHIP;
PERSONALITY TESTS; *PRIMARY GRADES; SCORING; *SELF CONCEPT;
*SELF CONCEPT TESTS; SELF ESTEEM; SELF EVALUATION; *SPANISH
SPEAKING; *TEST CONSTRUCTION; TEST INTERPRETATION; TEST
RELIABILITY; TEST VALIDITY

DESCRIPTIVE NOTE: 39P.

IT IS THE PURPOSE OF THE TEST DESCRIBED IN THIS DOCUMENT TO PROVIDE A PROCEDURE FOR ECONOMICALLY EVALUATING SEVERAL ASPECTS OF SELF CONCEPT RELEVANT TO SCHOOL SUCCESS. THE TEST WAS CONSTRUCTED SPECIFICALLY FOR USE WITH THE CHILD OF SPANISH OR MEXICAN DESCENT IN THE SOUTHWEST, BUT IT IS ALSO APPROPRIATE FOR USE WITH CHILDREN FROM THE ANGLO CULTURE. THE TEST CONSISTS OF 24 ITEMS; IN EACH ITEM, THE EXAMINEE IS TOLD A DESCRIPTIVE STORY ABOUT AN ILLUSTRATION AND IS INSTRUCTED TO DRAW A CIRCLE AROUND THE PERSON IN THE ILLUSTRATION THAT IS MOST LIKE HIMSELF. THIS DOCUMENT INCLUDES DIRECTIONS FOR ADMINISTERING THE TEST, THE DESCRIPTIVE STORIES ACCOMPANYING EACH TEST ITEM, AND DETAILS ON SCORING, INTERPRETATION, TEST CONSTRUCTION, RELIABILITY, AND VALIDITY. STATISTICAL DATA AND RESULTS ARE ALSO INCLUDED. FOR THE ILLUSTRATIONS USED IN THE TEST, SEE FL 003 115 FOR THE BOYS' VERSION AND FL 003 114 FOR THE GIRLS' VERSION. (VM)

ACCESSION NUMBER: ED062986

PUBLICATION DATE: JUN 72

TITLE: THE ADMINISTRATIVE ASPECTS OF THE DEVELOPMENT OF A BILINGUAL SECRETARIAL/CLERICAL PROGRAM AT SANTA ANA COLLEGE.

PERSONAL AUTHOR: RUSSO, JOHN V.

DESCRIPTOR: *BILINGUAL EDUCATION; *BUSINESS EDUCATION;
*JUNIOR COLLEGES; *MEXICAN AMERICANS; *OFFICE OCCUPATIONS;
STUDENT NEEDS

DESCRIPTIVE NOTE: 21P.; SEMINAR PAPER

AT SANTA ANA COLLEGE (CALIFORNIA), A BILINGUAL SECRETARIAL/CLERICAL PROGRAM WAS PROPOSED TO MEET THE NEEDS OF THEIR PREDOMINATELY MEXICAN AND BILINGUAL COMMUNITY, AND TO HELP MEET THE DEMAND FOR BILINGUAL EMPLOYEES. THE GOAL OF THE PROGRAM WAS TO RAISE THE PROFICIENCY OF THESE STUDENTS TO THAT OF THE ANGLO GRADUATES SO THAT THEY COULD PERFORM ALL FUNCTIONS WITH SKILL AT THE ENTRY LEVEL BUT ALSO USE THEIR BILINGUAL BACKGROUND ADVANTAGEOUSLY. THE REPORT INCLUDES AN OUTLINE OF THE CURRICULUM, A DESCRIPTION OF THE FACILITIES AND EQUIPMENT, AND A DISCUSSION OF VARIOUS LEARNING AIDS USED INCLUDING INDIVIDUALIZED INSTRUCTION, LEARNING LABORATORIES, AN INSTRUCTOR OF SPANISH-SPEAKING BACKGROUND, AND AN INSTRUCTIONAL AIDE. A BUDGET ANALYSIS CONTAINING THE NECESSARY FACILITIES, EQUIPMENT, AND PERSONNEL IS INCLUDED. (RN)

ACCESSION NUMBER: ED063054

PUBLICATION DATE: JUL 69

TITLE: THE MEMRAMCOOK CONFERENCE OF NORTH AMERICAN INDIAN
YOUNG PEOPLE (MEMRAMCOOK, NEW BRUNSWICK, JULY 1969).

DESCRIPTOR: *AMERICAN INDIANS; *BICULTURALISM;
*BILINGUALISM; COMMUNITY COLLEGES; CULTURAL CONTEXT;
DEMONSTRATION PROGRAMS; EDUCATIONAL ATTITUDES; *EDUCATIONAL
PLANNING; GOVERNMENTAL STRUCTURE; HISTORY; RESERVATIONS
(INDIAN); SCHOOL SEGREGATION; *SOCIAL INFLUENCES; TRIBES

DESCRIPTIVE NOTE: 163P.

A MEETING OF OVER 100 AMERICAN INDIAN AND NON-INDIAN YOUNG
PEOPLE AND ADULTS FROM THE EASTERN UNITED STATES AND CANADA
IS DESCRIBED IN THIS PUBLICATION. SIGNIFICANT EVENTS OF THE
6-DAY CONFERENCE (KEYNOTE TALKS, DISCUSSIONS,
QUESTION-AND-ANSWER SESSIONS, ETC.) ARE REPORTED IN ORDER TO
SHOW THE EVOLUTION OF IDEAS, CHANGES IN ATTITUDE AND
BEHAVIOR, THOUGHTS, FEELINGS, AND CREATIVE ENERGY AND
DETERMINATION OF TODAY'S YOUNG INDIAN MEN AND WOMEN.
DISCUSSION OF THE CONCEPT OF AN ALL-INDIAN SCHOOL DIRECTED
BY INDIANS IS EMPHASIZED, AND PLANS FOR CONTINUING STUDY OF
SUCH A PROJECT ARE REPORTED AS THE MAJOR ACCOMPLISHMENT OF
THE CONFERENCE. A SUMMARY OF 30 PRECONFERENCE QUESTIONNAIRES
ON THE FEASIBILITY OF THE ALL-INDIAN SCHOOL AND A SUMMARY OF
RESPONSES TO THE POSTCONFERENCE EVALUATION SHEET ARE
INCLUDED. (PS)

ACCESSION NUMBER: E0063808

PUBLICATION DATE: SEP 72

TITLE: RESOURCE MATERIAL FOR BILINGUAL EDUCATION.

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; BILINGUAL
TEACHER AIDES; CLASSROOM TECHNIQUES; CULTURAL EDUCATION;
CULTURAL PLURALISM; ENGLISH (SECOND LANGUAGE);
*INSTRUCTIONAL MATERIALS; *LANGUAGE ENRICHMENT; LANGUAGE
INSTRUCTION; *LEARNING ACTIVITIES; MEXICAN AMERICANS;
*PRIMARY EDUCATION; RESOURCE MATERIALS; SECOND LANGUAGE
LEARNING; SPANISH SPEAKING; VOCABULARY DEVELOPMENT

DESCRIPTIVE NOTE: 217P.

THIS HANDBOOK CONSISTS OF MATERIALS WRITTEN IN SPANISH AND
ENGLISH AND SERVES AS A REFERENCE BOOK TO AID THE BILINGUAL
CLASSROOM TEACHER AND INSTRUCTIONAL AIDE AT THE PRIMARY
LEVEL BY PROVIDING MATERIAL FOR LANGUAGE ENRICHMENT AND
SUPPLEMENTARY LEARNING ACTIVITIES. THERE IS MATERIAL TO
SUPPLEMENT EACH AREA OF THE CURRICULUM; THE HANDBOOK IS
DIVIDED INTO SECTIONS ON PATRIOTISM, DAYS--MONTHS--SEASONS,
COLORS--LETTERS--NUMBERS, PLANTS--ANIMALS,
SELF--FAMILY--COMMUNITY, FOOD--CLOTHING, HOLIDAYS--SPECIAL
EVENTS, CLASSROOM TERMS AND EXPRESSIONS, AND BIOGRAPHIES.
POEMS, FINGER PLAYS, STORIES, AND SONGS ARE PROVIDED FOR USE
IN AURAL-ORAL ACTIVITIES TO SUPPLEMENT THE AREAS OF
LANGUAGE, ART, AND MUSIC. NO GRADE-LEVEL LIMITATIONS ARE
PLACED ON THE USE OF THE MATERIAL; IT IS SUGGESTED THAT
TEACHERS ADAPT THE DIFFERENT IDEAS AND ACTIVITIES WHICH ARE
SUITABLE FOR THEIR GRADE LEVEL. (AUTHOR/V)

ACCESSION NUMBER: ED063988

PUBLICATION DATE: MAY 71

TITLE: MEXICAN AMERICANS AND EDUCATIONAL CHANGE. SYMPOSIUM
(UNIVERSITY OF CALIFORNIA, RIVERSIDE, MAY 21-22, 1971).

PERSONAL AUTHOR: CASTANEDA, ALFREDO, ED.; AND OTHERS

DESCRIPTOR: ATTITUDES; *BICULTURALISM; *BILINGUAL
EDUCATION; CULTURAL PLURALISM; *EDUCATIONAL CHANGE;
*EDUCATIONAL NEEDS; *MEXICAN AMERICANS; POLITICS; SYMPOSIA

DESCRIPTIVE NOTE: 421P.

SEVENTEEN PAPERS PRESENTED AT A SYMPOSIUM ON "MEXICAN AMERICANS AND EDUCATIONAL CHANGE" FUNDED BY PROJECT FOLLOW THROUGH, U.S. OFFICE OF EDUCATION, ARE CONTAINED IN THIS DOCUMENT. THE PAPERS DEAL WITH SUCH TOPICS AS EDUCATIONAL CHANGE IN HISTORICAL PERSPECTIVE, POLITICS OF EDUCATIONAL CHANGE, CULTURAL DEMOCRACY, BICULTURAL EDUCATION, BILINGUAL EDUCATION, AND PARENTAL INVOLVEMENT IN EDUCATION. THE CONTRIBUTORS OF THE PAPERS REPRESENT A BROAD SPECTRUM OF SCHOLARSHIP AND EXPERTISE AND ARE ASSOCIATED WITH A VARIETY OF UNIVERSITIES THROUGHOUT THE SOUTHWEST AND WITH THE FEDERAL GOVERNMENT. THE DOCUMENT ALSO CONTAINS A KEY NOTE ADDRESS BY ARMANDO RODRIGUEZ. (NQ)

ACCESSION NUMBER: ED064003

PUBLICATION DATE: 72

TITLE: PROMISING SCHOOL PRACTICES FOR MEXICAN AMERICANS.

PERSONAL AUTHOR: SMITH, GEORGE W., ED.; CASKEY, OWEN L., ED.

DESCRIPTOR: BILINGUAL EDUCATION; COMPENSATORY EDUCATION; CULTURAL EDUCATION; EARLY CHILDHOOD EDUCATION; *EDUCATIONAL PROGRAMS; *EDUCATIONAL RESEARCH; *LANGUAGE PROGRAMS; *MEXICAN AMERICANS; *MIGRANT EDUCATION; MINORITY GROUPS; PARENT PARTICIPATION; PROJECT APPLICATIONS; READING PROGRAMS; SELF CONCEPT

DESCRIPTIVE NOTE: 262P.

THE DESIGNERS OF 66 PROJECTS INTENDED TO CREATE MEANINGFUL AND PRODUCTIVE EDUCATIONAL EXPERIENCES FOR MEXICAN AMERICAN CHILDREN WITH IMPOVERISHED BACKGROUNDS DESCRIBE AND EVALUATE THEIR PROGRAMS. IN THE VARIOUS ARTICLES, PROGRAMS IN THE AREAS OF READINESS AND ORIENTATION, LANGUAGE DEVELOPMENT, BILINGUAL INSTRUCTION, ENGLISH-AS-A-SECOND LANGUAGE AND ORAL LANGUAGE, READING, PARENT INVOLVEMENT, AND SELF-CONCEPT ENHANCEMENT ARE DESCRIBED. THE COMPILATION ALSO INCLUDES DISCUSSIONS OF MIGRANT PROGRAMS, SPECIAL PROGRAMS FOR MEXICAN AMERICAN STUDENT, AND RESEARCH REPORTS ON MEXICAN AMERICAN PROJECTS IN EDUCATION. (MJB)

ACCESSION NUMBER: ED064010

PUBLICATION DATE: 30 JUN 70

TITLE: PESO BILINGUAL LANGUAGE DEVELOPMENT PROJECT. PROJECT EVALUATION, JUNE 30, 1970.

DESCRIPTOR: *ANGLO AMERICANS; *BILINGUAL EDUCATION; CONCEPT FORMATION; CULTURAL AWARENESS; LANGUAGE INSTRUCTION; LANGUAGE SKILLS; *MEXICAN AMERICANS; PARENT SCHOOL RELATIONSHIP; *PILOT PROJECTS; PRIMARY GRADES; *PROGRAM EVALUATION; SCHOOL COMMUNITY PROGRAMS; SELF CONCEPT; STAFF ROLE

IDENTIFIER: WEST TEXAS

DESCRIPTIVE NOTE: 102P.

THE "PESO" BILINGUAL LANGUAGE DEVELOPMENT PROJECT WAS A 1-YEAR PILOT STUDY IN 4 WEST TEXAS COUNTY SCHOOL DISTRICTS INVOLVING 451 ANGLO AND MEXICAN AMERICAN 1ST- AND 2ND-GRADE STUDENTS. THE PROJECT CONTAINED 3 COMPONENTS: (1) THE DEVELOPMENT OF BILINGUAL ORAL AND WRITTEN LANGUAGE SKILLS--INSTRUCTION IN THE SPANISH LANGUAGE, AND THE CONCOMITANT DEVELOPMENT OF CONCEPT FORMATION ABILITY, SELF-IMAGE, AND CULTURAL AWARENESS; AND INSTRUCTION IN ENGLISH, WITHIN THE REGULAR SCHOOL PROGRAM, (2) THE DEVELOPMENT OF A WELL-TRAINED STAFF OF BILINGUAL TEACHERS, AND (3) THROUGH PARENT INVOLVEMENT, THE DEVELOPMENT OF A POSITIVE RELATIONSHIP BETWEEN THE SCHOOL AND COMMUNITY CONCERNING THE BILINGUAL PROGRAM. THE OBJECTIVES OF THE INSTRUCTIONAL COMPONENT WERE ACHIEVED TO A SIGNIFICANT LEVEL; HOWEVER, THE ATTEMPT TO DEVELOP SPANISH WRITTEN LANGUAGE SKILLS FAILED. TESTING INDICATED THE NEED FOR AN ENTIRE YEAR TO DEVELOP SPANISH ORAL LANGUAGE SKILLS. STAFF DEVELOPMENT AND PARENT INVOLVEMENT OBJECTIVES WERE MET. PROCEDURES FOR THE ATTAINMENT OF THESE OBJECTIVES WERE DEEMED PRACTICAL, BUT THE EVALUATION DESIGN WAS THOUGHT TO NEED FURTHER DEVELOPMENT OWING TO THE LACK OF ADEQUATE MEASUREMENT DEVICES IN SPANISH LANGUAGE DEVELOPMENT. EIGHT EXHIBITS, INCLUDING A PARENT ATTITUDE SURVEY AND EVALUATION REPORTS, AND 12 TABLES OF TEST RESULTS ARE APPENDED. (MJ8)

ACCESSION NUMBER: ED064015

PUBLICATION DATE: JUL 71

TITLE: ROWLAND BILINGUAL/BICULTURAL EDUCATION PROJECT.
EVALUATION REPORT.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *BICULTURALISM;
*BILINGUAL STUDENTS; COMMUNITY INVOLVEMENT; ENGLISH (SECOND
LANGUAGE); FIELD TRIPS; *INSTRUCTIONAL MATERIALS;
*KINDERGARTEN CHILDREN; *MEXICAN AMERICANS; SPANISH
SPEAKING; STUDENT ATTITUDES; TEACHER EDUCATION

DESCRIPTIVE NOTE: 149P.

A BILINGUAL/BICULTURAL PROJECT FOR KINDERGARTEN CHILDREN IN ROWLAND HEIGHTS, CALIFORNIA, IS DESCRIBED IN THIS EVALUATION REPORT. THE PROJECT INCLUDED 2 KINDERGARTEN CLASSES WITH APPROXIMATELY 30 CHILDREN IN EACH CLASS AND A BILINGUAL STAFF. PARENTS AND OTHER COMMUNITY MEMBERS SERVED AS EDUCATIONAL VOLUNTEERS AND RESOURCE PERSONS. PRE-SERVICE AND INSERVICE PROGRAMS WERE PROVIDED FOR TEACHERS AND TEACHER AIDES. PUPIL PERFORMANCE IN THE BICULTURAL ATMOSPHERE WAS EVALUATED BY MEANS OF A KINDERGARTEN ACHIEVEMENT PROFILE AND AN ATTITUDINAL/ADJUSTMENT RATING SCALE. THE PROJECT EVALUATION WAS ALSO BASED ON INFORMATION COLLECTED BY MEANS OF QUESTIONNAIRES DISTRIBUTED TO TEACHERS, TEACHER AIDES, PARENTS, AND ADVISORY COMMITTEE MEMBERS. RECOMMENDATIONS FOR IMPROVING THE PROJECT CALL FOR CLOSER MONITORING OF STUDENT ATTENDANCE, REVISION OF STUDENT SELECTION CRITERIA, BETTER LIAISON WITH TARGET AREA RESIDENTS, REVIEW OF PARENTS WHO SHOW LITTLE INTEREST IN PROGRAM PARTICIPATION, CLOSER MATCHING OF TEACHERS AND TEACHER-AIDES WITHIN EACH CLASSROOM, CLOSER MONITORING OF ADVISORY COMMITTEE MEMBER ATTENDANCE, AND FULL RESPONSIBILITY ON THE PART OF THE PROJECT DIRECTOR FOR STAFF SELECTION AND STAFF SELECTION CRITERIA. (PS)

ACCESSION NUMBER: ED064018

PUBLICATION DATE: 3 AUG 71

TITLE: HACER VIDA. FIRST YEAR EVALUATION REPORT, 1970-71.

DESCRIPTOR: *BILINGUAL EDUCATION; *COMMUNITY INVOLVEMENT;
LANGUAGE INSTRUCTION; MATERIAL DEVELOPMENT; *MEXICAN
AMERICANS; *PROGRAM EVALUATION; SECOND LANGUAGE LEARNING;
*STAFF ROLE; TABLES (DATA)

DESCRIPTIVE NOTE: 194P.

PROJECT "HACER VIDA" IS A BILINGUAL EDUCATIONAL PROGRAM DEVELOPED JOINTLY BY 7 COOPERATING SCHOOL DISTRICTS IN RIVERSIDE COUNTY, CALIFORNIA, WITH A COMBINED ENROLLMENT OF OVER 18,000 STUDENTS, OF WHICH 50% HAVE A DIRECT NEED FOR BILINGUAL EDUCATION. THE PROJECT'S MAIN GOAL IS THE DEVELOPMENT OF BILINGUALLY COMPETENT INDIVIDUALS WITH SUFFICIENT BICULTURAL APPRECIATION TO FUNCTION AS CLOSELY TO THEIR TRUE INTRINSIC POTENTIAL AS POSSIBLE. THE GOAL REQUIRES DEVELOPMENT OF SKILLS WITHIN INDIVIDUALS AND DEVELOPMENT OF ATTITUDES AMONG BOTH INDIVIDUALS AND THE COMMUNITY. THE PROJECT WILL SERVE OVER 3,600 STUDENTS IN A 5-YEAR PERIOD DURING WHICH A FULL PRIMARY AND SECONDARY BILINGUAL CURRICULUM WILL BE DEVELOPED. THE DATA PRESENTED IN THIS EVALUATION REPORT ARE ORGANIZED ACCORDING TO PROGRAM COMPONENTS WHICH ARE: MATERIALS ACQUISITION, STAFF DEVELOPMENT, PARENT/COMMUNITY INVOLVEMENT, AND INSTRUCTION. THE INSTRUCTIONAL COMPONENT EVALUATION IS FURTHER ORGANIZED BY GRADE LEVEL AND BY SUBJECT AREA WITH EACH OBJECTIVE EVALUATED, FIRST, AS MEASURED BY CRITERION REFERENCED MEASUREMENTS AND, SECONDLY, AS MEASURED BY STANDARDIZED INSTRUMENTS. THE PROGRAM MANAGEMENT AND SUMMARY AND CONCLUSION SECTIONS ARE PRESENTED IN NARRATIVE FORM. EVALUATION INSTRUMENTS, TEST RESULTS, AND COST INFORMATION ON INSTRUCTIONAL MATERIALS ARE INCLUDED IN APPENDICES. (AUTHOR/NQ)

ACCESSION NUMBER: ED064022

PUBLICATION DATE: 71

TITLE: FINAL EVALUATION REPORT FOR COLORADO CITY BILINGUAL EDUCATION PROGRAM, COLORADO CITY INDEPENDENT SCHOOL DISTRICT, COLORADO CITY, TEXAS.

PERSONAL AUTHOR: SIMMONS, RAYMOND S.

DESCRIPTOR: *BILINGUAL EDUCATION; ENGLISH (SECOND LANGUAGE); *LANGUAGE INSTRUCTION; *MEXICAN AMERICANS; *PRESCHOOL CHILDREN; PRETESTING; *PROGRAM EVALUATION; TABLES (DATA)

DESCRIPTIVE NOTE: 12P.

THE FINAL EVALUATION REPORT FOR THE COLORADO CITY BILINGUAL EDUCATION PROGRAM IS PRESENTED IN THIS PAPER. THE PROJECT WAS DIRECTED TO KINDERGARTEN CHILDREN FROM LOW-INCOME DISADVANTAGED HOMES; OF 63 PARTICIPANTS, 53 WERE SPANISH-SPEAKING CHILDREN AND 10 WERE MONOLINGUAL ENGLISH-SPEAKING CHILDREN. PROJECT STAFF CONSISTED OF A BILINGUAL TEACHER, A NATIVE ENGLISH-SPEAKING TEACHER, 3 BILINGUAL TEACHER AIDES, AND A BILINGUAL DIRECTOR. THE PROJECT, LOCATED AT KELLEY ELEMENTARY SCHOOL, WAS EVALUATED IN TERMS OF ITS ADMINISTRATIVE COMPONENT, INSTRUCTIONAL PROGRAM, AND COMMUNITY SUPPORT. PRE- AND POST-TEST DATA WERE OBTAINED USING THE FOLLOWING INSTRUMENTS: (1) SHORT TEST OF EDUCATIONAL ABILITIES, (2) PEARODY PICTURE VOCABULARY TEST, (3) TESTS OF BASIC EXPERIENCES, AND (4) CHECK-LIST OF ENGLISH WORDS. THE GREATEST WEAKNESS OF THE PROJECT WAS THE EVALUATION DESIGN USED, WHICH WAS NOT AN INTEGRAL PART OF THE INSTRUCTIONAL PROGRAM. THE GREATEST STRENGTH WAS THE PROJECT'S UNIQUENESS OF SIZE, WHICH PERMITTED INDIVIDUAL CONTACT WITH ALL PERSONNEL. INCLUDED IN THE REPORT ARE TABLES OF TEST RESULTS. (NQ)

ACCESSION NUMBER: ED064603

PUBLICATION DATE: MAR 72

TITLE: BICULTURALISM THROUGH EXPERIENTIAL LANGUAGE LEARNING.

PERSONAL AUTHOR: BRENNAN, PAMELA; DONOGHUE, ANNA ACITELLI

DESCRIPTOR: *BICULTURALISM; BILINGUALISM; CONTRASTIVE LINGUISTICS; *CULTURAL DIFFERENCES; DECISION MAKING; EDUCATIONALLY DISADVANTAGED; *EDUCATIONAL METHODS; *ENGLISH (SECOND LANGUAGE); INDIVIDUALIZED INSTRUCTION; LANGUAGE INSTRUCTION; LEARNING ACTIVITIES; MEXICAN AMERICANS; PROBLEM SOLVING; *SECOND LANGUAGE LEARNING; SPANISH SPEAKING

IDENTIFIER: PROJECT STEP UP; SAN DIEGO

DESCRIPTIVE NOTE: 12P.; PAPER PRESENTED AT THE INTER-AMERICAN SEMINAR ON LITERACY IN SOCIAL AND ECONOMIC DEVELOPMENT, KEY BISCAYNE, FLA., APR. 1972

THIS PAPER DESCRIBES THE ENGLISH AS A SECOND LANGUAGE PROGRAM DEVELOPED FOR EDUCATIONALLY DISADVANTAGED MEXICAN-AMERICAN ADULTS AS PART OF THE EDUCATIONAL OFFERINGS OF PROJECT STEP-UP, AN OEO-FUNDED DEMONSTRATION PROGRAM IN SAN DIEGO. PROJECT STEP-UP FEATURES A MULTIFOLD METHODOLOGICAL APPROACH INCORPORATING TECHNIQUES FROM (1) LIFE SKILLS PROBLEM-SOLVING; (2) PROGRAMMED INSTRUCTION; AND (3) LEARNING LABORATORIES. THIS RATIONALE LED TO THE EXTENSION OF THE LANGUAGE LABORATORY INTO THE COMMUNITY. THE STUDENTS ARE EXPERIENTIALLY PREPARED TO ASSUME PRODUCTIVE ROLES IN THE ALIEN ANGLO CULTURE THROUGH INDIVIDUALIZED PROGRAMS OF JOB AND COMMUNITY RELATED MATERIALS, TECHNIQUES, AND TASKS AIMED AT MAKING THEM AS BICULTURAL AS POSSIBLE. BECAUSE IT IS BELIEVED THAT DECISION MAKING IN THE LANGUAGE CONTEXT IS FACILITATED BY CONTRASTING THE TWO CULTURES, THE STUDENTS ARE PLACED IN CONTEXTS THAT ALLOW THEM TO COLLECT CULTURAL INFORMATION, ANALYZE IT AND ACT ON IT. CONTRAST IS THE CATALYST FOR ELICITING INFORMATION ABOUT THEMSELVES IN RELATION TO BOTH CULTURES. CONTRAST SETS, A BASIC TECHNIQUE OF LINGUISTICS, IS THUS EXTENDED TO THE NOTION OF TEACHING BICULTURALISM. (CL)

ACCESSION NUMBER: EDC65208

PUBLICATION DATE: JUL 72

TITLE: ETHNIC AND SEX DIFFERENCES AS RELATED TO STUDENT PERCEPTIONS OF A UNIVERSITY ENVIRONMENT.

PERSONAL AUTHOR: MURRAY, WAYNE ROBERT

DESCRIPTOR: ANALYSIS OF VARIANCE; *ANGLO AMERICANS;
BICULTURALISM; *BILINGUAL STUDENTS; *COLLEGE ENVIRONMENT;
FACTOR ANALYSIS; *MEXICAN AMERICANS; *PERSONALITY THEORIES;
RESEARCH: STATE UNIVERSITIES

DESCRIPTIVE NOTE: 119P.; DOCTOR'S DISSERTATION SUBMITTED TO NEW MEXICO STATE UNIVERSITY, LAS CRUCES, NEW MEXICO

THROUGH USE OF A RANDOM SAMPLE OF 148 ANGLO AND 154 MEXICAN AMERICAN SUBJECTS, THIS STUDY SOUGHT TO EXAMINE THE FACTOR STRUCTURE OF THE COLLEGE AND UNIVERSITY ENVIRONMENT SCALES (CUES) FOR THE BILINGUAL/BICULTURAL FULL-TIME UNMARRIED UNDERGRADUATE STUDENT POPULATION AT THE UNIVERSITY OF TEXAS AT EL PASO, TO COMPARE THE MEXICAN AMERICAN STUDENTS' PERCEPTIONS OF THE UNIVERSITY ENVIRONMENT WITH THE PERCEPTIONS OF ANGLO AMERICAN STUDENTS, AND TO TEST THE THEORY OF COGNITIVE DISSONANCE IN THE FIELD OF STUDENT AFFAIRS. STATISTICAL PROCEDURES UTILIZED WERE FACTOR ANALYSIS, HOTELLING'S T2 STATISTIC, COCHRAN'S TEST FOR HOMOGENEITY OF VARIANCE, BARTLETT'S TEST FOR HOMOGENEITY OF VARIANCE, STUDENT'S T TEST, KENDALL RANK CORRELATION COEFFICIENT, ANALYSIS OF VARIANCE, AND PEARSON PRODUCT-MOMENT CORRELATION. ALTHOUGH IT WAS NOT POSSIBLE TO REJECT THE NULL HYPOTHESES OF EITHER EQUAL MEANS OR VARIANCES, IT WAS NOTED THAT THE FACTOR STRUCTURE ON THE CUES WAS LOWER THAN THOSE FOR THE NATIONAL SAMPLE, THAT ANGLO AMERICANS PERCEIVED THE UNIVERSITY ENVIRONMENT AS MORE SCHOLARLY THAN DID THE MEXICAN AMERICAN STUDENTS, THAT MEN SCORED HIGHER ON THE AWARENESS SCALE THAN DID WOMEN, AND THAT MEXICAN AMERICAN STUDENTS WHO REPORT CONFLICT BETWEEN MEXICAN AND AMERICAN WAYS AND WHO REPORT NO CONFLICT BETWEEN MEXICAN AND AMERICAN WAYS DID NOT DIFFER ON THE 4 DIMENSIONS OF THE CUES. DATA RESULTS ARE SHOWN IN 21 TABLES, AND 2 FIGURES; THE 3 APPENDIXES INCLUDE THE DATA-GATHERING INSTRUMENTS, THE FACTOR STRUCTURE FOR THE 100-ITEM CUES, AND A QUESTIONNAIRE. (AUTHOR/MJB)

ACCESSION NUMBER: ED065209

PUBLICATION DATE: 71

TITLE: HELPING ADVANCE BILINGUAL LEARNING IN ABERNATHY (HABLA). EVALUATION REPORT, 1970-1971.

DESCRIPTOR: *BILINGUAL EDUCATION; BILINGUAL STUDENTS; COMMUNITY INVOLVEMENT; ELEMENTARY EDUCATION; INSERVICE TEACHER EDUCATION; *MEXICAN AMERICANS; *PRESCHOOL EDUCATION; PRESCHOOL TESTS; PROGRAM EVALUATION; *SECOND LANGUAGE LEARNING; *TEST RESULTS

DESCRIPTIVE NOTE: 102P.

THE LONG RANGE OBJECTIVE OF THIS BILINGUAL PROGRAM WAS TO REDUCE THE HIGH DROPOUT RATE OF MEXICAN AMERICAN STUDENTS. KINDERGARTEN AND 1ST-GRADE STUDENTS WERE TO BE INSTRUCTED IN BOTH ENGLISH AND SPANISH, AND THE PROGRAM WAS TO BE EXPANDED ONE GRADE LEVEL EACH YEAR. THE PROGRAM WAS SET UP TO BE A VOLUNTARY EXPERIMENT FOR MEXICAN AMERICANS, ANGLO AMERICANS, AND NEGROES. THE METHOD USED IN TEACHING THE BILINGUAL PROGRAM TO THE KINDERGARTEN CLASS WERE AS FOLLOWS: (1) NAMING AND CLASSIFYING OBJECTS IN EITHER ENGLISH OR SPANISH, (2) IDENTIFYING FAMILY MEMBERS IN EITHER LANGUAGE, AND (3) IDENTIFYING AND NAMING COLORS IN EITHER LANGUAGE. FIRST-GRADE STUDENTS WERE EXPECTED TO RESPOND TO INSTRUCTIONS GIVEN BY TEACHERS IN BOTH LANGUAGES AND TO LEARN TO WRITE SIMPLE WORDS IN ENGLISH AND SPANISH. THE KINDERGARTEN AND 1ST-GRADE BILINGUAL PROGRAM WAS EVALUATED USING THE FOLLOWING TESTS: (1) THE PEABODY PICTURE VOCABULARY TEST, (2) THE INTER-AMERICAN SERIES, TEST OF GENERAL ABILITY, AND (3) THE STANFORD EARLY SCHOOL ACHIEVEMENT TEST. VIDEOTAPE INTERVIEWS AND SPOT EVALUATIONS OF STUDENTS WERE ALSO MADE. BECAUSE FINDINGS PROVED PROMISING, THE FOLLOWING RECOMMENDATIONS WERE MADE: (1) THE PROGRAM SHOULD BE CONTINUED AND ALLOWED TO MOVE INTO THE 3RD YEAR OF THE 5 YEAR PROGRAM, (2) THE IN-SERVICE SPANISH COURSE FOR SCHOOL PERSONNEL SHOULD BE CONTINUED, (3) MORE BILINGUAL MATERIALS SHOULD BE ACQUIRED, AND (4) COMMUNITY INVOLVEMENT SHOULD BE EXPANDED. TEST RESULTS ARE INCLUDED. (FF)

ACCESSION NUMBER: ED065212

PUBLICATION DATE: SEP 71

TITLE: FINAL EVALUATION REPORT FOR ABRAZO - TITLE VII
BILINGUAL PROJECT, 1970-71.

PERSONAL AUTHOR: OWENS, THOMAS R.; AND OTHERS

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *AFFECTIVE BEHAVIOR;
BILINGUAL EDUCATION; *COGNITIVE DEVELOPMENT; ELEMENTARY
GRADES; LINGUISTICS; *MEXICAN AMERICANS; *PROGRAM
EVALUATION; *SELF CONCEPT; TABLES (DATA)

DESCRIPTIVE NOTE: 70P.

PROJECT ABRAZO, 1 OF 5 SPECIALITY PROJECTS FUNDED BY THE U.S. OFFICE OF EDUCATION UNDER TITLE VII OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, WAS DESIGNED TO CONDUCT RESEARCH IN AREAS OF COGNITIVE AND AFFECTIVE LEARNING GENERALIZABLE TO THE 130 OPERATIONAL BILINGUAL PROGRAMS ACROSS THE COUNTRY. ABRAZO'S GOALS WERE (1) TO STUDY THE SELF-CONCEPT OF MEXICAN AMERICAN CHILDREN IN GRADES K THROUGH 6 AND (2) TO IMPLEMENT AND TO EVALUATE SEVERAL STRATEGIES HYPOTHESIZED TO CONTRIBUTE TO THE DEVELOPMENT OF A POSITIVE SELF-IMAGE IN MEXICAN AMERICAN CHILDREN, GRADES K THROUGH 6. OPERATIONAL COMPONENTS WERE ESTABLISHED IN 4 ELEMENTARY SCHOOLS OF THE SAN JOSE UNIFIED SCHOOL DISTRICT IN SAN JOSE, CALIFORNIA. THESE SCHOOLS SERVICE APPROXIMATELY 1,500 STUDENTS IN NEIGHBORHOODS WITH A 50% OR MORE MEXICAN AMERICAN POPULATION. THE STUDY SAMPLE WAS 90% MEXICAN AMERICAN AND ANGLO (12 BLACKS, 16 ORIENTALS, 11 OTHER WERE INCLUDED). THIS 3-SECTION FINAL EVALUATION REPORT INCLUDES (1) A SUMMARY AND DISCUSSION OF THE EXTENSIVE DATA BASE ESTABLISHED BY COLLECTING DATA FROM TEACHERS, PARENTS, AND STUDENTS IN AREAS OF ORGANIZATIONAL CLIMATE ATTITUDES, SELF-CONCEPT, AND STUDENT ACHIEVEMENT; (2) AN EVALUATION OF EACH OF THE 11 ABPAZO COMPONENTS; AND (3) A DISCUSSION OF FINDINGS AND RECOMMENDATIONS OF THE EVALUATION WITH A VIEW TOWARD PROVIDING A CONSTRUCTIVE CRITIQUE OF THE PROJECT. FOUR APPENDIXES CONTAINING DATA ON TEACHER IN-SERVICE, THE "FRIEND" COMPONENT, AND A SEPARATE CLASSROOM OBSERVATION STUDY RELATED TO STUDENT SELF-CONCEPT ARE INCLUDED.
(AUTHOR/NQ)

ACCESSION NUMBER: ED065213

PUBLICATION DATE: 70

TITLE: LUBBOCK BILINGUAL ELEMENTARY EDUCATION PROGRAM, TITLE VII, ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965. EVALUATION REPORT, 1970.

PERSONAL AUTHOR: AINSWORTH, C. L.; CHRISTIAN, CHESTER C., JR.

DESCRIPTOR: *AUDITORY EVALUATION; *BILINGUAL EDUCATION; CURRICULUM DEVELOPMENT; *MEXICAN AMERICANS; *PRESCHOOL EDUCATION; *PROGRAM EVALUATION; TESTING

DESCRIPTIVE NOTE: 32P.

THE OBJECTIVE OF THE LUBBOCK BILINGUAL ELEMENTARY EDUCATION PROGRAM EVALUATION WAS TO DETERMINE THE EFFECTIVENESS OF A BILINGUAL (ENGLISH AND SPANISH) PROGRAM. CONTAINED IN THIS REPORT IS A GENERAL REVIEW DISCUSSING (1) THE AWARENESS OF THE NEED FOR A BILINGUAL PROGRAM, (2) THE OPERATIONAL SMOOTHNESS, (3) THE STAFFING WITH BILINGUAL TEACHERS AND AIDES, (4) THE PROGRAM APPROACH, WHEREBY ALL FORMAL INSTRUCTION WAS INITIALLY TAUGHT IN SPANISH, AND (5) THE CURRICULUM DEVELOPMENT ACCOMPLISHED BY THE STAFF. STUDENT PROGRESS WAS EVALUATED THROUGH USE OF THE PEABODY PICTURE VOCABULARY TEST, THE INTERPRETATION OF TAPE-RECORDED INTERVIEWS, A DIAGNOSTIC TEST FOR SOUND PROBLEMS, AND THE GODDENOUGH "DRAW-A-MAN" TEST. THE REPORT CONCLUDES THAT BILINGUAL EDUCATION DOES SHOW A SUBSTANTIAL AND SIGNIFICANT ADVANTAGE OVER ORDINARY EDUCATION FOR BILINGUAL PUPILS. CAREFUL TESTING OF THE BILINGUAL PUPILS IN THE FUTURE SHOULD SHOW THE RATE AT WHICH TRANSFER OF KNOWLEDGE TO THE SECOND LANGUAGE OCCURS. ANOTHER SUGGESTION IS THAT SINCE NORMAL MONOLINGUAL CHILDREN WOULD BE, IN COMPARISON TO THE BILINGUAL STUDENTS, AT A DISADVANTAGE, IT MIGHT BE APPROPRIATE TO INITIATE PROGRAMS TO MAKE THE ENTIRE EDUCATIONAL SYSTEM AT LEAST BILINGUAL. (FF)

ACCESSION NUMBER: ED065216

PUBLICATION DATE: 71

TITLE: LUBBOCK BILINGUAL ELEMENTARY EDUCATION PROGRAM.
EVALUATION REPORT, 1971.

DESCRIPTOR: *BILINGUAL EDUCATION; COMMUNITY INVOLVEMENT;
CURRICULUM DEVELOPMENT; ELEMENTARY GRADES; *LANGUAGE
INSTRUCTION; *LANGUAGE PROGRAMS; *MEXICAN AMERICANS;
*PROGRAM EVALUATION

DESCRIPTIVE NOTE: 12P.

THE EVALUATION OF THE 1970-71 BILINGUAL EDUCATION PROGRAM IN NORTHERN LUBBOCK, TEXAS, IS PROVIDED IN THIS PAPER. THE MAIN PURPOSE OF THE PROGRAM WAS TO PLAN, DEVELOP, OPERATE, EVALUATE, AND, IF NECESSARY, MODIFY A BILINGUAL PROGRAM WHICH COULD BE OPERATED IN SELF-CONTAINED CLASSROOMS. THE 4 MAJOR COMPONENTS OF THE PROGRAM, WHICH INCLUDED 5 KINDERGARTEN AND 5 1ST-GRADE SECTIONS LOCATED AT 5 ELEMENTARY SCHOOLS, WERE INSTRUCTION, STAFF DEVELOPMENT, MATERIALS DEVELOPMENT, AND COMMUNITY INVOLVEMENT. IN EVALUATING THE PROGRAM, A RANDOM SAMPLE SELECTED FROM STUDENTS FROM THE TOTAL PROGRAM WAS USED. ENGLISH LANGUAGE ACTIVITIES, THE LANGUAGE USED BY THE CHILDREN IN UNSUPERVISED SITUATIONS, AND THE TEST OF BASIC EXPERIENCES ADMINISTERED IN BOTH ENGLISH AND SPANISH WERE USED TO MEASURE LANGUAGE GROWTH. THE MEASURES EMPLOYED INDICATED THAT THE PROGRAM'S OBJECTIVES, BASED UPON ACHIEVEMENT OF EDUCATIONAL OBJECTIVES RATHER THAN UPON COMPARISON OF RATE OF GAIN, WERE BEING APPROACHED. (NO)

ACCESSION NUMBER: ED065217

PUBLICATION DATE: MAY 72

TITLE: MEXICAN AMERICAN EDUCATION, A SELECTED BIBLIOGRAPHY
(WITH ERIC ABSTRACTS). ERIC/CRESS SUPPLEMENT NO. 2.

PERSONAL AUTHOR: LINK, ALBERT D., COMP.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *ANNOTATED
BIBLIOGRAPHIES; *BILINGUAL EDUCATION; *EDUCATION; *MEXICAN
AMERICANS; SPANISH AMERICANS; *SPANISH SPEAKING

DESCRIPTIVE NOTE: 345P.

ACCESS TO SOME OF THE LATEST RESEARCH FINDINGS AND DEVELOPMENTS IN MEXICAN AMERICAN EDUCATION IS PROVIDED IN THIS BIBLIOGRAPHY. A SUPPLEMENT TO 2 PREVIOUS ERIC/CRESS PUBLICATIONS: "MEXICAN AMERICAN EDUCATION, A SELECTED BIBLIOGRAPHY" (ED 031 352) AND "MEXICAN AMERICAN EDUCATION, A SELECTED BIBLIOGRAPHY--SUPPLEMENT NO. 1" (ED 048 961), THE PRESENT BIBLIOGRAPHY CONTAINS 213 CITATIONS AND ABSTRACTS WHICH HAVE APPEARED IN "RESEARCH IN EDUCATION" FROM JANUARY 1971 THROUGH MARCH 1972. ALSO INCLUDED ARE 197 CITATIONS WHICH HAVE APPEARED IN "CURRENT INDEX TO JOURNALS IN EDUCATION" FROM JUNE 1970 THROUGH MARCH 1972. BILINGUAL EDUCATION AND THE TEACHING OF ENGLISH AS A SECOND LANGUAGE ARE EMPHASIZED. ORDERING INFORMATION AND SUBJECT INDEXES ARE INCLUDED. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (NQ)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT
PRINTING OFFICE, WASHINGTON, D. C. 20402 (\$2.50, STOCK
NUMBER 1780-1063)

ACCESSION NUMBER: ED065221

PUBLICATION DATE: AUG 71

TITLE: REGION XIII BILINGUAL EDUCATION PROGRAM. EVALUATION REPORT.

DESCRIPTOR: AFFECTIVE TESTS; ANGLO AMERICANS; *BILINGUAL EDUCATION; COGNITIVE DEVELOPMENT; *CULTURAL FACTORS; *ELEMENTARY SCHOOL STUDENTS; ENGLISH; EVALUATION; *INSTRUCTIONAL MATERIALS; MATHEMATICS; MEXICAN AMERICANS; READING; SELF CONCEPT; SPANISH; *SPEECH SKILLS

DESCRIPTIVE NOTE: 194P.

THE REGIONAL SERVICE CENTER IN AUSTIN HAS IMPLEMENTED A BILINGUAL PROGRAM SERVING ELEMENTARY-AGE CHILDREN IN 3 LOCALES. DURING ITS 2ND YEAR OF OPERATION, THE PROGRAM SERVED 5 PILOT 1ST-GRADE CLASSES AND 5 PILOT 2ND-GRADE CLASSES, PROVIDING INNOVATIVE MATERIALS, CONSULTANTS, AND IN-SERVICE ACTIVITIES TO GUIDE TEACHERS IN DEVELOPING A COHESIVE BILINGUAL CURRICULUM IN EACH GRADE. THE PROGRAM INCLUDED THE USE OF IN-SERVICE ACTIVITIES, PARENTAL INVOLVEMENT ACTIVITIES, EDUCATIONAL MATERIALS, EVALUATION DESIGN, AND TEACHER-CHILD BEHAVIOR MEASURES. ALL COMPONENTS OF THE PROGRAM WERE EVALUATED, WITH STUDENTS' COGNITIVE DEVELOPMENT TESTED IN THE AREAS OF ENGLISH READING, MATH, AND LANGUAGE AND IN SPANISH READING AND LANGUAGE. STUDENTS' AFFECTIVE DEVELOPMENT WAS TESTED IN THE AREAS OF ATTITUDE TOWARDS THE MEXICAN AND ANGLO CULTURES, TOWARDS SCHOOL, AND FOR SELF CONCEPT. TEST RESULTS SHOWED THAT BILINGUAL CLASSES SIGNIFICANTLY EXCELLED COMPARISON CLASSES IN THE AREA OF ORAL LANGUAGE COMPREHENSION IN BOTH ENGLISH AND SPANISH. RECOMMENDATIONS INCLUDED A CHANGE TOWARD MORE CRITERION-REFERENCED TESTING. (AUTHOR/PS)

ACCESSION NUMBER: ED065236

PUBLICATION DATE: JUN 70

TITLE: A KINDERGARTEN CURRICULUM GUIDE FOR INDIAN CHILDREN:
A BILINGUAL-BICULTURAL APPROACH.

DESCRIPTOR: *AMERICAN INDIANS; BILINGUAL EDUCATION;
*CULTURAL INTERRELATIONSHIPS; *CURRICULUM GUIDES; *EARLY
CHILDHOOD EDUCATION; EXPERIMENTAL CURRICULUM; HEALTH
EDUCATION; *KINDERGARTEN CHILDREN; LANGUAGE ENRICHMENT;
LEARNING; MATHEMATICAL CONCEPTS; NATURAL SCIENCES; PARENT
PARTICIPATION; PHYSICAL SCIENCES; SOCIAL SCIENCES

DESCRIPTIVE NOTE: 395P.

A BILINGUAL, BICULTURAL APPROACH, THE KINDERGARTEN CURRICULUM GUIDE IS INTENDED FOR ALL PERSONS INVOLVED IN TEACHING AMERICAN INDIAN CHILDREN IN EITHER PUBLIC OR BUREAU OF INDIAN AFFAIRS SCHOOLS. THE OBJECTIVE IS TO ESTABLISH A BROAD BASE OF SOUND PRINCIPLES AND PHILOSOPHY OF EDUCATION FOR YOUNG INDIAN CHILDREN WITH SOME IDEAS, EXPERIENCES, MATERIALS, AND RESOURCES FOR IMPLEMENTATION, FROM WHICH EACH SCHOOL CAN SELECT APPROPRIATE DIRECTIONS, RELEVANT TO THE PARTICULAR CHILD, HIS FAMILY AND COMMUNITY. THE PURPOSE OF THE GUIDE IS TO SERVE AS A REFERENCE TO SCHOOLS DEVELOPING THEIR OWN CURRICULUM. THE GUIDE SUGGESTS THAT THE TEACHING METHOD TO BE EMPLOYED SHOULD STRESS LEARNING THROUGH PLAY AND THROUGH IDENTIFICATION WITH THE TEACHER RATHER THAN THROUGH INSTRUCTION. THE 5 AREAS DISCUSSED INCLUDE (1) EARLY CHILDHOOD EDUCATION, SUCH AS THE ARTICULATION OF EARLY CHILDHOOD EXPERIENCES; (2) CREATING AN ENVIRONMENT FOR LEARNING, SUCH AS THE PLANNING OF USE OF KINDERGARTEN SPACE, THE ARRANGEMENT OF EQUIPMENT AND SUPPLIES, BOTH INDOORS AND OUTDOORS; (3) CURRICULUM EXPERIENCES, SUCH AS LANGUAGE AND CONCEPT DEVELOPMENT, THE DEVELOPMENT OF SOCIAL SCIENCE, MATHEMATICAL, AND NATURAL AND PHYSICAL SCIENCE CONCEPTS; AND EXPERIENCE WITH MUSIC AND ART MATERIALS; (4) SUPPORTING SERVICES, SUCH AS PARENT INVOLVEMENT IN THE KINDERGARTEN PROGRAM AND BILINGUAL, SOCIAL SERVICE, AND HEALTH PROGRAMS; AND (5) BIBLIOGRAPHICAL MATERIALS, SUCH AS BOOKS, PAMPHLETS, AND FILMS. (FF)

ACCESSION NUMBER: ED065255

PUBLICATION DATE: 72

TITLE: CHICANO SPECIAL READING SELECTIONS.

PERSONAL AUTHOR: FEENEY, JOAN V., COMP.

DESCRIPTOR: *ANNOTATED BIBLIOGRAPHIES; *BILINGUAL STUDENTS;
*CULTURAL AWARENESS; CULTURAL DIFFERENCES; HIGH SCHOOL
STUDENTS; INTERMEDIATE GRADES; *MEXICAN AMERICANS; PRESCHOOL
LEARNING; PRIMARY GRADES; *READING MATERIALS

DESCRIPTIVE NOTE: 72P.

THE PURPOSE OF THIS SELECTIVE BIBLIOGRAPHY OF APPROXIMATELY 350 WORKS IS TO DRAW THE VARIOUS MATERIALS ON MEXICAN AMERICAN CULTURE TOGETHER FOR USE BY STUDENTS AT DIFFERENT AGE LEVELS. THE MATERIALS ARE SEPARATED INTO LISTS FOR PRESCHOOL AND PRIMARY, INTERMEDIATE, AND ADVANCED STUDENTS. THE READING SELECTIONS PROVIDE INFORMATION IN THE FOLLOWING AREAS: MEXICAN ARTS, CRAFTS, COOKING, DANCES, AND CUSTOMS; SPANISH ADVENTURE AND EXPLORATION STORIES; TRAVEL IN MEXICO; LIFE IN EARLY CALIFORNIA; MEXICAN FOLKLORE AND POETRY; DAILY LIFE IN CHICANO HOUSEHOLDS; STORIES OF THE BRACEROS AND MIGRANT WORKERS' FAMILIES; AND INFORMATION ABOUT PROMINENT HISTORICAL AND CONTEMPORARY LEADERS. THE INFORMATION FOR EACH BOOK IS REPORTED TO BE ACCURATE THROUGH JUNE 1, 1972. (PS)

ACCESSION NUMBER: ED065262

PUBLICATION DATE: 28 APR 72

TITLE: INVESTIGATION OF OCCUPATIONAL TRAINING NEEDS OF
MIGRANT WORKERS WHICH MAY POINT TOWARD EMPLOYMENT IN OTHER
THAN MIGRANT EMPLOYMENT. FINAL REPORT.

PERSONAL AUTHOR: JENSEN, GERALD M.

DESCRIPTOR: BILINGUAL EDUCATION; DATA COLLECTION; *ECONOMIC
STATUS; ENGLISH (SECOND LANGUAGE); MEXICAN AMERICANS;
MIGRANT EDUCATION; *MIGRANT EMPLOYMENT; *REPORTS; SPANISH
SPEAKING; *TABLES (DATA); *VOCATIONAL INTERESTS; VOCATIONAL
RETRAINING

IDENTIFIER: CALIFORNIA; *IMPERIAL COUNTY

DESCRIPTIVE NOTE: 78P.

A SAMPLE CONSISTING OF 296 MIGRANT WORKERS BASED IN
IMPERIAL COUNTY, CALIFORNIA, PROVIDED THE DATA, PRESENTED IN
TABULAR FORM, IN THIS FINAL REPORT. THE INVESTIGATION WAS
ACCOMPLISHED UNDER THE SUPERVISION OF THE IMPERIAL COUNTY
SUPERINTENDENT OF SCHOOLS. INFORMATION WAS GATHERED BY MEANS
OF A QUESTIONNAIRE ADMINISTERED BY BILINGUAL INTERVIEWS. THE
GENERAL GOAL OF THE STUDY WAS TO GATHER INFORMATION THAT
WOULD ENHANCE UNDERSTANDING OF THE EDUCATIONAL PROBLEMS AND
NEEDS OF MIGRANT FAMILIES AND TO GIVE DIRECTION TO EFFORTS
TO MEET THESE NEEDS AND HELP SOLVE THE PROBLEMS. THE RESULTS
INDICATED THAT (1) 30% OF THE MALES WERE UNEMPLOYED; (2) 93%
WANTED TO WORK OUTSIDE OF AGRICULTURE; (3) 93% WANTED
VOCATIONAL APTITUDE TESTING; (4) 61% WANTED TO TAKE
VOCATIONAL COURSES; (5) GREAT INTEREST WAS SHOWN IN THE
SKILLED TRADES, CLERICAL, AND HEALTH OCCUPATIONS; (6) 46%
HAD COMPLETED 7 OR FEWER YEARS OF SCHOOLING; (7) 55% WERE
DEFICIENT IN THE USE OF ENGLISH; (8) THE GREATEST OBSTACLE
TO TAKING COURSES WAS LACK OF KNOWLEDGE ABOUT WHAT WAS
AVAILABLE AND NOT KNOWING WHERE TO FIND OUT; AND (9) MOST
COULD TAKE COURSES OCTOBER THROUGH APRIL. THE STUDY REVEALED
A NEED FOR EXPANSION AND IMPROVEMENT IN VOCATIONAL EDUCATION
AND ESPECIALLY GUIDANCE, ADULT BASIC EDUCATION AT BOTH
ELEMENTARY AND SECONDARY LEVELS, INCLUDING ENGLISH AS A
SECOND LANGUAGE, AND EMPHATIC NEED FOR BETTER COMMUNICATION
BETWEEN THE SCHOOLS AND THESE PEOPLE, ESPECIALLY ABOUT
EDUCATIONAL OFFERINGS AND BETTER ARTICULATION AND
COOPERATION AMONG THE SCHOOLS AND OTHER AGENCIES.
(AUTHOR/HRC)

ACCESSION NUMBER: ED065263

PUBLICATION DATE: JUN 65

TITLE: A STUDY OF SEVERAL LINGUISTIC FUNCTIONS OF
MEXICAN-AMERICAN CHILDREN IN A TWO-LANGUAGE ENVIRONMENT.

PERSONAL AUTHOR: LINN, GEORGE BYRON

DESCRIPTOR: ACADEMIC ACHIEVEMENT; ARTICULATION (SPEECH);
*BILINGUAL STUDENTS; *CULTURAL BACKGROUND; CULTURAL
PLURALISM; *ENGLISH; ENGLISH (SECOND LANGUAGE); JUNIOR HIGH
SCHOOL STUDENTS; *LANGUAGE DEVELOPMENT; LITERATURE REVIEWS;
*MEXICAN AMERICANS; READING; SPANISH SPEAKING; TABLES (DATA)

DESCRIPTIVE NOTE: 131P.; REPRINT BY R AND E RESEARCH
ASSOCIATES, SAN FRANCISCO, CALIF., 1971

IN THIS THESIS, THE EFFECT OF A SPANISH AND ENGLISH
LANGUAGE-CULTURAL ENVIRONMENT ON LINGUISTIC FUNCTIONING WAS
STUDIED. THE STUDY WAS CONDUCTED IN 3 ADJACENT COASTAL
COMMUNITIES IN SOUTHERN CALIFORNIA. IT USED 3 GROUPS OF
CHILDREN (30 IN EACH GROUP) WHO DIFFERED IN CERTAIN
IDENTIFIABLE ASPECTS OF LANGUAGE-CULTURAL BACKGROUND BUT WHO
WERE ALIKE IN NONLANGUAGE INTELLIGENCE, CHRONOLOGICAL AGE,
GRADE (7TH & 8TH), SEX, AND SOCIOECONOMIC STATUS. THE 3
GROUPS CONSISTED OF (1) MEXICAN AMERICAN CHILDREN SPEAKING
BOTH ENGLISH AND SPANISH UPON ENTERING KINDERGARTEN (E-S),
(2) ANGLO AMERICAN CHILDREN SPEAKING ONLY ENGLISH UPON
ENTERING KINDERGARTEN (A-E), AND (3) MEXICAN AMERICAN
CHILDREN WHO HAD NEVER SPOKEN ANY LANGUAGE BUT ENGLISH BUT
WHOSE PARENTS COMMUNICATE IN ENGLISH AND SPANISH (M-E). ALL
WERE COMPARED IN ALL AREAS EXCEPT ARTICULATION BY AN
ANALYSIS OF COVARIANCE WITH NONLANGUAGE IQ AS THE COVARIATE.
DIFFERENCES IN NUMBER OF ARTICULATORY ERRORS, AMONG GROUPS,
WERE TESTED BY MEANS OF THE CHI-SQUARE, THE WILCOXON MATCHED
PAIRS SIGNED RANKS TEST, AND THE DUNCAN TEST, WHICH WAS ALSO
USED TO DETERMINE WHICH GROUP DIFFERED FROM OTHERS. THERE
WERE SIGNIFICANT DIFFERENCES AMONG THE GROUPS IN SILENT
READING COMPREHENSION, MECHANICS OF ENGLISH, GENERAL
LANGUAGE DEVELOPMENT, ORAL READING ACCURACY AND
COMPREHENSION, ARTICULATION, AND INFLECTION. ANALYSIS
INDICATED THAT IN EACH OF THESE AREAS THERE WERE NO
SIGNIFICANT DIFFERENCES BETWEEN THE A-E AND M-E GROUPS, BUT
THAT BOTH OF THESE GROUPS EXCELLED THE E-S GROUP. THERE WERE
NO SIGNIFICANT DIFFERENCES AMONG GROUPS IN SILENT READING
VOCABULARY, TOTAL SILENT READING, SPELLING, OR PHONEMIC
DISCRIMINATION. INCLUDED ARE 81 TABLES OF DATA. (NQ)

AVAILABILITY: R AND E RESEARCH ASSOCIATES, 4843 MISSION
ST., SAN FRANCISCO, CALIF., 94112 (\$7.00)

ACCESSION NUMBER: ED066048

PUBLICATION DATE: JUN 72

TITLE: CARRASCOLENDAS: EFFECTS OF A SPANISH/ENGLISH TELEVISION SERIES FOR PRIMARY SCHOOL CHILDREN. FINAL REPORT. EVALUATION COMPONENT.

PERSONAL AUTHOR: WILLIAMS, FREDERICK; AND OTHERS

DESCRIPTOR: *BILINGUAL EDUCATION; BILINGUAL STUDENTS; *INSTRUCTIONAL TELEVISION; LANGUAGE PROGRAMS; *MEXICAN AMERICANS; PARENT ATTITUDES; PRIMARY EDUCATION; *PROGRAM EVALUATION; SPANISH SPEAKING; STUDENT ATTITUDES; SURVEYS; TEACHER ATTITUDES; TELEVISED INSTRUCTION

IDENTIFIER: *CARRASCOLENDAS

DESCRIPTIVE NOTE: 226P.; SEE ALSO EM 010 119

THE SECOND YEAR EVALUATION OF THE EFFECTS AND USAGE OF "CARRASCOLENDAS," A CHILDREN'S TELEVISION SERIES IN SPANISH AND ENGLISH, WAS CONDUCTED IN THREE PHASES. A FIELD EXPERIMENT USED CRITERION REFERENCED TESTS AMONG MEXICAN-AMERICAN CHILDREN COMPRISING THE TARGET AUDIENCE TO MEASURE LEARNING EFFECTS. TWO EXPERIMENTAL GROUPS VIEWED THE SERIES--ONE OF THESE GROUPS WATCHED THE THIRTY PROGRAMS ONLY AND THE OTHER WATCHED THE PROGRAMS AND ENGAGED IN ACTIVITIES IN BOTH SPANISH AND ENGLISH WHICH RELATED TO THE CONTENT OF THE DAY'S PROGRAM. A THIRD GROUP SERVED AS A CONTROL. PRE-AND POSTTESTS WITH SEPARATE SPANISH AND ENGLISH INSTRUMENTS YIELDED STATISTICALLY SIGNIFICANT GAINS FOR THE VIEWERS WITH GREATER GAINS FOR THOSE WHO HAD SUPPLEMENTARY ACTIVITIES, IN A VARIETY OF AREAS. SURVEYS OF PRINCIPALS TEACHERS, PARENTS, AND PUPILS ON THEIR ATTITUDES TOWARD "CARRASCOLENDAS" AND ITS EFFECTS IN THE CLASSROOM INDICATED A POSITIVE RESPONSE TO THE SERIES. A PROCESS EVALUATION EXAMINED THE INTERACTION OF VARIOUS PROJECT COMPONENTS AND PROVIDED SUGGESTIONS FOR FURTHER IMPROVEMENTS, INCLUDING GREATER CONSULTATION IN ALL AREAS AND IMPROVED DELINEATION OF THE ROLE OF ADVISORY COMMITTEE MEMBERS. (JY)

ACCESSION NUMBER: ED066058

PUBLICATION DATE: SEP 72

TITLE: ON THE RELATIONSHIP OF LANGUAGE DOMINANCE AND THE EFFECTS OF VIEWING CARRASCOLENDAS.

PERSONAL AUTHOR: WILLIAMS, FREDERICK; VAN WART, GERALDINE

DESCRIPTOR: BILINGUAL EDUCATION; *BILINGUAL STUDENTS;
ELEMENTARY SCHOOL STUDENTS; *INSTRUCTIONAL TELEVISION;
*MEXICAN AMERICANS; SPANISH SPEAKING

IDENTIFIER: *CARRASCOLENDAS

DESCRIPTIVE NOTE: 8P.

A STUDY WAS MADE OF THE RELATIONSHIP BETWEEN THE LANGUAGE DOMINANCE OF A CHILD AND THE EFFECTS OF VIEWING A BILINGUAL TELEVISION PROGRAM CALLED CARRASCOLENDAS. A PREVIOUS STUDY SHOWED THAT THE PROGRAM DID HAVE AN EFFECT ON AVERAGE KNOWLEDGE GAINS AMONG VIEWERS. IN ORDER TO ASCERTAIN WHETHER THESE GAINS WERE IN SOME WAY RELATED TO THE LANGUAGE DOMINANCE OF THE CHILD, AN INDEX WAS CONSTRUCTED TO DETERMINE THE CHILD'S LANGUAGE DOMINANCE--SPANISH, ENGLISH, OR BILINGUAL. WHEN THIS INDEX WAS CORRELATED WITH GAINS MADE AS A RESULT OF VIEWING THE PROGRAM, NO SIGNIFICANT EVIDENCE WAS FOUND THAT THE EFFECTS OF VIEWING CARRASCOLENDAS WERE RELATED TO, OR DEPENDENT UPON, THE CHILD'S LANGUAGE DOMINANCE. (JY)

ACCESSION NUMBER: ED066191

PUBLICATION DATE: JUN 72

TITLE: A DESIGN FOR LIBRARY SERVICES FOR THE STANDING ROCK SIOUX TRIBE.

DESCRIPTOR: *ADULTS; *AMERICAN INDIANS; BILINGUALISM;
ELEMENTARY SCHOOL STUDENTS; *INFORMATION NEEDS; LIBRARY
FACILITIES; *LIBRARY SERVICES; SECONDARY SCHOOL STUDENTS;
*STUDENTS

IDENTIFIER: *NATIONAL INDIAN EDUCATION ASSOCIATION; NIEA

DESCRIPTIVE NOTE: 197P.;(0 REFERENCES)

THE STANDING ROCK SIOUX TRIBAL LIBRARY STUDY IS PART OF A NATIONAL PROJECT DESIGNED TO IDENTIFY AND MEET THE INFORMATION NEEDS OF INDIAN PEOPLE. CHAPTER I PROVIDES: (1) A DESCRIPTION OF THE NATIONAL INDIAN EDUCATION ASSOCIATION (NIEA) LIBRARY PROJECT, (2) A SUMMARY DESCRIPTION OF THE STANDING ROCK SIOUX RESERVATION AND (3) AN OVERVIEW OF THE REPORT. CHAPTER II PRESENTS THE DESIGN OF THE STUDY AND IT RELATES TO THE STANDING ROCK SIOUX RESERVATION. THIS CHAPTER CONTAINS SECTIONS DEALING WITH GOALS AND OBJECTIVES OF THE STUDY AND STUDY PROCEDURES. THE FINDINGS OF THE STUDY ARE REPORTED IN THE SECTIONS DEALING WITH INFORMATION NEEDS OF: (1) ELEMENTARY PUPILS, (2) SECONDARY STUDENTS, (3) ADULTS, (4) EXISTING LIBRARY FACILITIES AND SERVICES AND (5) DATA ON BILINGUAL NEEDS. THESE SECTIONS ARE INCLUDED IN CHAPTER III. THE FINAL CHAPTER ATTEMPT TO IDENTIFY INNOVATIVE DELIVERY MECHANISMS AND PROGRAMS TO MEET THE IDENTIFIED INFORMATION NEEDS OF THE RESERVATION. THE PRESENTATION PROVIDES ESSENTIAL BACKGROUND INFORMATION, ADMINISTRATIVE AND ORGANIZATIONAL COMPONENTS OF THE PROPOSED MODEL, AND SUGGESTIONS REGARDING MATERIALS AND DELIVERY SYSTEMS. (RELATED STUDIES ARE LI003827-003830.) (AUTHOR/NH)

ACCESSION NUMBER: ED066273

PUBLICATION DATE: 69

TITLE: TWENTY-SECOND ANNUAL REPORT OF INDIAN EDUCATION IN OKLAHOMA UNDER STATE CONTRACT.

PERSONAL AUTHOR: LANEY, L. J.

DESCRIPTOR: *AMERICAN INDIANS; *ANNUAL REPORTS; *ATTENDANCE RECORDS; BILINGUAL EDUCATION; *EDUCATIONAL PROGRAMS; ENROLLMENT RATE; FEDERAL PROGRAMS; LUNCH PROGRAMS; *PROGRAM COSTS; RURAL EDUCATION; STATE PROGRAMS; STATISTICAL DATA; TABLES (DATA); UNIT COSTS

IDENTIFIER: *JOHNSON O MALLEY ACT; OKLAHOMA

DESCRIPTIVE NOTE: 50P.

PREPARED BY THE DIRECTOR OF INDIAN EDUCATION IN OKLAHOMA, THIS 1968-69 ANNUAL REPORT PRESENTS INFORMATION AND STATISTICAL DATA PERTAINING TO EACH DISTRICT SUPPORTED BY JOHNSON O'MALLEY (JOM) FUNDS. DISCUSSED IN THE NARRATIVE PORTION ARE THE VISITING COORDINATOR PROGRAM AND ITS ACCOMPLISHMENTS, THE BASIS ON WHICH JOM FUNDS ARE ALLOCATED, THE BILINGUAL EDUCATION PROGRAM AT NORTHWESTERN STATE COLLEGE, THE WORKSHOPS CONDUCTED WITH THE AID OF OKLAHOMA UNIVERSITY, AND THE FOUNDATION AID PROGRAM FOR THE STATE OF OKLAHOMA. THE STATISTICAL REPORT INCLUDES EXHIBITS SUCH AS THE ENROLLMENT AND ATTENDANCE REPORT FOR 1967-68, THE ENROLLMENT-AGE-GRADE-DROPOUT-GRADUATE TABLE AND KEY FOR 1967-68, THE EXPENDITURE OF SCHOOLS AND ADMINISTRATION CONTRACT FUNDS, THE ESTIMATED AMERICAN INDIAN PUPIL ENROLLMENT FOR 1970, THE FINANCIAL STATEMENT, THE TOTAL FUNDS ALLOCATED TO SCHOOLS FOR ENRICHMENT, SPECIAL SERVICES AND SPECIAL PROGRAMS ALLOCATIONS, AND LUNCH REIMBURSEMENT TO GENERAL SUPPORT AND SPECIAL SERVICE SCHOOLS. A SUMMARY OF THE AFOREMENTIONED TABLES IS PRESENTED. INCLUDED IN THE APPENDIX ARE THE INDIAN PUBLIC SCHOOL CONTRACT AND 2 MODIFICATIONS, THE OKLAHOMA STATE PLAN FOR ADMINISTRATION OF JOM FUNDS, THE ENROLLMENT AND ATTENDANCE TABLE FOR 1968-69, THE ENROLLMENT-AGE-GRADE-DROPOUT-GRADUATE TABLE FOR 1968-69, A MAP OF INDIAN TRIBES IN OKLAHOMA, AND A HIGH SCHOOL INDIAN SENIOR QUESTIONNAIRE. (HBC)

ACCESSION NUMBER: ED066288

PUBLICATION DATE: 5 JUN 72

TITLE: COMPLETING THE REVOLUTION.

PERSONAL AUTHOR: MARLAND, S. P., JR.

DESCRIPTOR: AMERICAN CULTURE; *AMERICAN HISTORY; AMERICAN INDIANS; ANCIENT HISTORY; BILINGUAL EDUCATION; CULTURAL AWARENESS; DROPOUT RATE; *EDUCATIONAL NEEDS; *EDUCATIONAL PROBLEMS; ENRICHMENT PROGRAMS; ETHNIC GROUPS; *MEXICAN AMERICANS; *SPEECHES

DESCRIPTIVE NOTE: 14P.; SPEECH PRESENTED AT INAUGURATION OF DR. FRANK ANGEL AS PRESIDENT OF NEW MEXICO HIGHLANDS UNIVERSITY, LAS VEGAS, N. MEX., JUNE 5, 1972

IN THIS SPEECH, GIVEN AT THE INAUGURATION OF DR. FRANK ANGEL AS PRESIDENT OF NEW MEXICO HIGHLANDS UNIVERSITY, MR. S. P. MARLAND, JR., U.S. COMMISSIONER OF EDUCATION, DISCUSSES BOTH THE SHORTCOMINGS AND ACCOMPLISHMENTS OF THE AMERICAN EDUCATION SYSTEM WHEN IT COMES TO EDUCATING MEXICAN AMERICAN STUDENTS. IT IS NOTED THAT EVEN THOUGH THE FEDERAL GOVERNMENT HAS FUNDED COMPENSATORY EDUCATION PROGRAMS AND PROJECTS DESIGNED FOR SPANISH-SPEAKING CHILDREN, THE MEXICAN AMERICAN STUDENTS HAVE A HIGHER DROPOUT RATE THAN ANY OTHER IDENTIFIABLE MINORITY EXCEPT AMERICAN INDIANS. ALSO NOTED IS THE FACT THAT SOME SOUTHWESTERN SCHOOLS HAVE BEGUN BILINGUAL PROGRAMS WHERE SUBJECTS ARE TAUGHT IN BOTH SPANISH AND ENGLISH TO ALL STUDENTS. A MAJOR PROBLEM OF THE EDUCATION SYSTEM, WHICH IS DISCUSSED, IS THE PAST FAILURE TO TEACH MEXICAN AMERICAN AND OTHER MINORITY STUDENTS TO TAKE PRIDE IN THEIR CULTURAL BACKGROUND AND THEIR NATIONAL HISTORY. MR. MARLAND DISCUSSED THE FACT THAT IN SCHOOL MEXICAN AMERICAN CHILDREN LEARN "VIRTUALLY NOTHING" OF THEIR ANCESTORS AND THAT WHAT THEY DO LEARN IS UNCOMPLIMENTARY. IT IS ALSO POINTED OUT THAT VERY FEW SCHOOL STAFF MEMBERS IN THE 5 SOUTHWESTERN STATES ARE MEXICAN AMERICANS AND THAT SPANISH IS EXCLUDED FROM THE CLASSROOM, PLAYGROUND, AND IN SCHOOL COMMUNICATIONS TO PARENTS. (NQ)

ACCESSION NUMBER: ED066417

PUBLICATION DATE: 72

TITLE: A HUMAN RELATIONS GUIDE FOR TEACHERS; LINGUISTIC
MINORITIES IN THE CLASSROOM.

PERSONAL AUTHOR: EPSTEIN, ERWIN H., ED.; PIZZILLO, JOSEPH
J., ED.

DESCRIPTOR: ACCULTURATION; AMERICAN INDIANS;
*BICULTURALISM; *BILINGUAL EDUCATION; *BILINGUALISM;
BILINGUAL STUDENTS; CULTURAL AWARENESS; CULTURE CONFLICT;
ELEMENTARY EDUCATION; ETHNIC STUDIES; *HUMAN RELATIONS;
MEXICAN AMERICANS; *MINORITY GROUPS; PUERTO RICANS; RESOURCE
MATERIALS; SECONDARY GRADES; TEACHING GUIDES

DESCRIPTIVE NOTE: 101P.

THIS RESOURCE BOOK IS A COLLECTION OF ARTICLES, REPORTS OF
CLASSROOM OBSERVATIONS, DISCUSSION QUESTIONS, LEARNING
STRATEGIES, AND SUGGESTED CLASSROOM ACTIVITIES APPROPRIATE
TO VARIOUS CURRICULAR AREAS SUCH AS LANGUAGE ARTS AND SOCIAL
STUDIES ON TOPICS THAT OFTEN ARISE IN THE SCHOOLING OF
CHILDREN FROM MINORITY GROUPS, ESPECIALLY FROM LINGUISTIC
MINORITIES. ITS PURPOSE IS TO ENLIGHTEN TEACHERS AND SCHOOL
PERSONNEL ABOUT THE IMPLICATIONS OF EDUCATING CHILDREN OF
DIVERSE CULTURAL BACKGROUNDS, ESPECIALLY MEXICAN AMERICANS,
PUERTO RICANS, AND AMERICAN INDIANS, TO ACCEPT AN "AMERICAN"
ETHIC AND IDEAL. THE GUIDE IS ARRANGED INTO THREE MAJOR
PARTS. I) SCHOOL-COMMUNITY RELATIONS EXAMINES SCHOOL AND
MINORITY COMMUNITY ISSUES, AND INCLUDES SPECIAL SECTIONS ON
YOUTH MILITANCY AS AN AUTHORITY REACTION AND ON THE USE OF
BILINGUAL PROGRAMS AS A MEANS OF AVERTING OR RESOLVING
TENSION. II) OBSERVATIONS OF LINGUISTIC GROUP BEHAVIOR IN
THE CLASSROOM FOCUSES ON SCHOOL AND MINORITY CONFLICTS IN
THE CLASSROOM, INCLUDING BOTH CONTROLLED STUDIES AND
IN-CLASS OBSERVATIONS OF PUPIL-PUPIL AND TEACHER-PUPIL
INTERACTION, AND PROVIDES A SPECIAL SECTION ON PROBLEMS OF
LANGUAGE. III) HUMAN RELATIONS ACTIVITIES FOR TEACHERS
CONCLUDES THE BOOK. (SJM)

AVAILABILITY: ERIC/CHESS, 855 BROADWAY, BOULDER, COLORADO
80302 (FOR LOAN ONLY)

ACCESSION NUMBER: ED066935

PUBLICATION DATE: 4 MAR 71

TITLE: BILINGUALISM, THE MEXICAN AMERICAN COLLEGE STUDENT,
AND HIS COMMUNITY.

PERSONAL AUTHOR: LEZAMA, JUAN A.

DESCRIPTOR: ANGLO AMERICANS; BICULTURALISM; *BILINGUAL
EDUCATION; BILINGUALISM; COLLEGE STUDENTS; *COMMUNITY
INVOLVEMENT; CULTURAL EDUCATION; CURRICULUM DEVELOPMENT;
*EDUCATIONAL ACCOUNTABILITY; *EDUCATIONAL IMPROVEMENT;
EDUCATIONAL INNOVATION; EDUCATIONAL NEEDS; EDUCATIONAL
OBJECTIVES; MEXICAN AMERICANS; PARENT SCHOOL RELATIONSHIP;
*SELF CONCEPT; SPANISH SPEAKING; TEACHER EDUCATION

IDENTIFIER: *MEXICAN AMERICAN EDUCATION PROJECT

DESCRIPTIVE NOTE: 6P.; PAPER PRESENTED AT THE FIFTH ANNUAL
TESOL CONVENTION, MARCH 4, 1971, NEW ORLEANS, LA.

THE PRIMARY OBJECTIVES OF THE MEXICAN AMERICAN PROJECT AT
SACRAMENTO STATE COLLEGE ARE TO PREPARE "AGENTS OF CHANGE"
THROUGH THE APPLIED SOCIAL SCIENCES, TO WORK WITHIN THE
CULTURE OF THE SCHOOLS, TO INCREASE THE OPPORTUNITIES FOR
THE MEXICAN AMERICAN LEARNER, TO FURTHER THE CONCEPT OF
INVOLVEMENT OF THE SPANISH-SPEAKING COMMUNITY IN THE
EDUCATION OF THE MEXICAN AMERICAN LEARNER, TO HELP ASSESS
NEEDS OF THE MEXICAN AMERICAN CHILD, AND TO DEVELOP RELEVANT
CURRICULUMS BASED ON THE LANGUAGE AND CULTURE OF THE CHILD.
THIS PAPER DISCUSSES SOME OF THE SPECIFIC ACCOMPLISHMENTS
AND OBJECTIVES OF THE PROJECT IN TERMS OF GENERAL BILINGUAL
EDUCATION NEEDS AND PROBLEMS. (AUTHOR/VM)

ACCESSION NUMBER: ED067182

PUBLICATION DATE: 1 JUL 72

TITLE: BILINGUAL EDUCATION PROJECT, SANTA CLARA COUNTY, CALIFORNIA. FINAL REPORT, 1972.

DESCRIPTOR: *BILINGUAL EDUCATION; COMMUNITY INVOLVEMENT; CURRICULUM EVALUATION; *EARLY CHILDHOOD EDUCATION; INTERNSHIP PROGRAMS; LOW INCOME GROUPS; *MEXICAN AMERICANS; *PRESCHOOL PROGRAMS; REPORTS; *SPANISH SPEAKING; TUTORING

DESCRIPTIVE NOTE: 13P.

THE SPANISH DAME BILINGUAL EDUCATION PROJECT, LOCATED IN SANTA CLARA COUNTY, CALIFORNIA, SERVED 190 CHILDREN WHO CAME FROM HOMES WHERE THE PRIMARY LANGUAGE WAS SPANISH AND WHO RESIDED WITHIN THE TARGET AREA SCHOOLS OF THE ALUM ROCK SCHOOL DISTRICT. THE OBJECTIVES OF THE PRESCHOOL PROJECT WERE (1) TO DEMONSTRATE A HOME-TEACHING PROCEDURE DESIGNED TO IMPROVE THE CONCEPT FORMATION AND LANGUAGE DEVELOPMENT ENVIRONMENT OF 80 CHILDREN, AGES 3-4; (2) TO TRAIN 16 WOMEN FROM THE COMMUNITY AS HOME TUTORS; AND (3) TO GIVE TRAINING TO THE MOTHERS OF THE PROJECT CHILDREN FOR IMPROVEMENT OF THEIR TEACHING TECHNIQUES WITH THEIR OWN CHILDREN. THE IN-SCHOOL PROJECT, FOR CHILDREN IN GRADES K-2, ATTEMPTED TO IMPROVE THEIR LANGUAGE SKILLS IN SPANISH AND TO PROVIDE A BASIC LEVEL OF FLUENCY IN ENGLISH. SOME TOPICS DISCUSSED ARE THE TRAINING OF PARAPROFESSIONALS AS HOME TUTORS; THE DEVELOPMENT OF A 1ST AND 2ND YEAR CURRICULUM IN ENGLISH AND SPANISH WITH THE ACTIVITIES TAUGHT IN SPANISH; THE INSTRUCTIONAL EQUIPMENT AND MATERIALS USED; THE PARENT-COMMUNITY INVOLVEMENT; THE RESPONSIBILITIES OF THE PROJECT MANAGER, PRESCHOOL COORDINATOR, IN-SCHOOL COORDINATOR, AND COMMUNITY RESOURCE ASSISTANT; AND THE IMPLEMENTATION OF A HOME INTERVENTION PROGRAM, TO INCLUDE FUNDING, PERSONNEL, TRAINING CENTER, FRINGE BENEFITS, SUBSTITUTES, AND EVALUATION INSTRUMENTS. (HBC)

ACCESSION NUMBER: ED067194

PUBLICATION DATE: 17 APR 71

TITLE: NEW MEXICO AND CULTURAL PLURALISM.

PERSONAL AUTHOR: LOPEZ, THOMAS R., JR.

DESCRIPTOR: AMERICAN INDIANS; ANGLO AMERICANS;
BIBLIOGRAPHIC CITATIONS; *BILINGUALISM; CULTURAL
DIFFERENCES; *CULTURAL PLURALISM; CULTURE LAG; *LANGUAGE;
*MEXICAN AMERICANS; *RELIGION; SOCIAL MOBILITY; URBANIZATION

IDENTIFIER: *NEW MEXICO

DESCRIPTIVE NOTE: 17P.; PAPER PREPARED FOR THE MIDWEST
REGIONAL MEETING, COMPARATIVE AND INTERNATIONAL EDUCATION
SOCIETY, EAST LANSING, MICHIGAN, APRIL 16-17, 1971

IN THIS PAPER, THE CULTURAL PLURALISM WHICH EXISTS IN NEW MEXICO IS DISCUSSED. MOST CITIZENS OF NEW MEXICO HAVE BEEN PLACED IN 1 OF 3 CATEGORIES: INDIANS, ANGLO-AMERICANS, AND SPANISH AMERICANS. SINCE SPANISH AND ENGLISH ARE THE OFFICIAL LANGUAGES OF NEW MEXICO, MAKING IT THE ONLY OFFICIALLY BILINGUAL STATE, THE SPANISH AMERICAN CULTURE IS DISCUSSED IN GREATER DETAIL THAN THE OTHER CULTURES. CULTURAL PLURALISM IS DISCUSSED IN TERMS OF SUCH FACTORS AS LANGUAGE, HISTORY OF THE PEOPLE, TERMINOLOGY IN CONNECTION WITH THE SPANISH POPULATION, CULTURAL DIFFERENCES WITH REGARD TO THE REST OF THE UNITED STATES, RELIGION, SOCIAL MOBILITY, AND ASSIMILATION. SPANISH AMERICAN CULTURE IS COMPARED TO THE MEXICAN AMERICAN CULTURE KNOWN ELSEWHERE IN THE UNITED STATES. BIBLIOGRAPHICAL NOTES ON SOME GENERAL HISTORICAL WORKS ABOUT MEXICAN AMERICANS OF THE SOUTHWEST OR OF NEW MEXICO ARE APPENDED. (NQ)

ACCESSION NUMBER: ED068219

PUBLICATION DATE: JUN 72

TITLE: RESPONSIVE ENVIRONMENT PROGRAM FOR SPANISH AMERICAN CHILDREN. EVALUATION REPORT, 1971-72.

PERSONAL AUTHOR: AINSWORTH, LEN; ALFORD, GAY

DESCRIPTOR: AFFECTIVE BEHAVIOR; ANALYSIS OF COVARIANCE; BILINGUAL STUDENTS; *COGNITIVE DEVELOPMENT; COMMUNITY INVOLVEMENT; *EARLY CHILDHOOD EDUCATION; *HANDICAPPED STUDENTS; LANGUAGE DEVELOPMENT; PARENT PARTICIPATION; PROGRAM EVALUATION; *SELF CONCEPT; *SPANISH SPEAKING; STATISTICAL DATA

DESCRIPTIVE NOTE: 89P.

THE RESPONSIVE ENVIRONMENT PROGRAM FOR SPANISH AMERICAN CHILDREN (REPSAC) IS AN EDUCATIONAL INTERVENTION FOR 30 "HIGH RISK" BILINGUAL CHILDREN OF AGES 3, 4, AND 5 IN CLOVIS, NEW MEXICO, AND A SIMILAR GROUP OF CHILDREN FROM PORTALES. SUBJECTS WERE SELECTED ON THE BASIS OF VARIOUS LANGUAGE HANDICAPS, PERCEPTUAL AND MOTOR PROBLEMS, AND EDUCATIONAL DEPRIVATION. THE PROGRAM'S OBJECTIVES WERE TO PROVIDE SUCCESSFUL EXPERIENCES FOR SPANISH AMERICAN CHILDREN IN THE AREAS OF LANGUAGE LEARNING IN BOTH ENGLISH AND SPANISH AND IN IMPROVING COGNITIVE AND AFFECTIVE DEVELOPMENT. THE EVALUATION DESIGN USED TO ASSESS THE EFFECTIVENESS OF REPSAC WAS A 2-GROUP (EXPERIMENTAL AND CONTROL GROUP) PRE- AND POST-TEST COVARIANCE DESIGN. THE CONTROL GROUP WAS USED TO COMPARE CHANGES MADE IN THE EXPERIMENTAL GROUP. AMONG SOME OF THE MEASURES EMPLOYED WERE DEVELOPMENTAL PROFILES, THE ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, PARENT INTERVIEWS, THE TEMPLIN-DARLEY ARTICULATION TEST, AND THE TENNESSEE SELF-CONCEPT SCALE. THE PROJECT EVALUATION WAS PROVIDED BY AN INDEPENDENT TEAM CONSISTING OF BILINGUALS; A CLINICAL PSYCHOLOGIST; A SPEECH THERAPIST; AND EARLY CHILDHOOD, TEACHER EDUCATION, AND EDUCATIONAL RESEARCH SPECIALISTS. BASIC DATA, SUCH AS FAMILY HISTORY AND ATTENDANCE, WERE RECORDED BY THE PROJECT STAFF. THE FINDINGS OF THE EVALUATION REPORT INDICATE THAT THE REPSAC PROJECT HAS MADE POSITIVE AND SIGNIFICANT IMPACT UPON THE MAJOR PROJECT OBJECTIVES FOR A GROUP OF HIGH-RISK CHILDREN. CONTINUED OBSERVATIONS NOTE INCREASES IN THE SUBJECT'S SELF-CONCEPT. PARENTS REFLECT POSITIVE ATTITUDES. (NO)

ACCESSION NUMBER: ED06R221

PUBLICATION DATE: NOV 72

TITLE: READING ACHIEVEMENT OF LOWER SOCIOECONOMIC LEVEL
MEXICAN AMERICAN STUDENTS.

PERSONAL AUTHOR: EASTERLING, ROSS E.; STEVENS, FRANCIS A.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; BILINGUAL STUDENTS; GRADE
3; LITERATURE REVIEWS; *MEXICAN AMERICANS; MULTIPLE
REGRESSION ANALYSIS; PREDICTION; *PREDICTOR VARIABLES;
*READING ACHIEVEMENT; *SOCIOECONOMIC STATUS; *TESTS

DESCRIPTIVE NOTE: 19P.

THE PURPOSE OF THE STUDY WAS TO DETERMINE IF MEASURES OF FIRST GRADE READINESS, SCHOLASTIC APTITUDE, AND READING ACHIEVEMENT WERE SIGNIFICANT PREDICTORS OF READING ACHIEVEMENT AT THE END OF THIRD GRADE FOR MEXICAN AMERICAN STUDENTS FROM 2 LOWER SOCIOECONOMIC LEVELS. STUDENTS (47 BOYS AND 47 GIRLS) WHO HAD COMPLETED THEIR THIRD YEAR IN THE SUSTAINED PRIMARY PROGRAM FOR BILINGUAL STUDENTS IN LAS CRUCES, NEW MEXICO, WERE PLACED IN 9 SUBGROUPS. THE PREDICTOR VARIABLES WERE THE 13 TESTS FROM WHICH THE PREDICTION OF THIRD GRADE READING ACHIEVEMENT WAS MADE. THE DATA WERE ANALYZED BY 2 PROCEDURES: (1) A MULTIPLE REGRESSION ANALYSIS TO DETERMINE THE RELATIONSHIP BETWEEN A COMBINATION OF THE 13 TESTS UTILIZED FOR PREDICTION AND THIRD GRADE READING ACHIEVEMENT AND (2) A STEPWISE MULTIPLE REGRESSION ANALYSIS WHICH IDENTIFIED THE INDIVIDUAL CONTRIBUTION OF EACH OF THE 13 TESTS TO THE PREDICTION OF THIRD GRADE READING ACHIEVEMENT. FINDINGS INDICATED THAT A SIGNIFICANT MULTIPLE CORRELATION EXISTED BETWEEN THE 13 FIRST GRADE TESTS USED AND THIRD GRADE READING ACHIEVEMENT AT THE .05 LEVEL OF CONFIDENCE FOR (1) TOTAL SAMPLE OF BOYS, (2) TOTAL SAMPLE OF SOCIAL CLASS IV, AND (3) TOTAL SAMPLE OF SOCIAL CLASS IV GIRLS. THE REPORT REVIEWED LITERATURE DEALING WITH THE EFFECTS OF SOCIAL CLASS AND/OR MINORITY GROUP MEMBERSHIP UPON TEST PERFORMANCE AND THE EFFECT OF SEX DIFFERENCES ON SCHOOL ACHIEVEMENT TEST SCORES. (NQ)

ACCESSION NUMBER: ED068222

PUBLICATION DATE: DEC 71

TITLE: SAN FRANCISCO BILINGUAL-BICULTURAL EDUCATION PROJECT
FOR SPANISH/ENGLISH SPEAKING CHILDREN. FINAL EVALUATION
REPORT: 1970-71.

PERSONAL AUTHOR: DILLON, PAUL L., JR., COMP.

DESCRIPTOR: *BICULTURALISM; *BILINGUAL STUDENTS; COMMUNITY
INVOLVEMENT; CULTURAL BACKGROUND; CURRICULUM DEVELOPMENT;
*ENGLISH; ETHNIC GROUPS; LANGUAGE ARTS; MATHEMATICS;
*MEXICAN AMERICANS; SCIENCES; SOCIAL SCIENCES; *SPANISH
SPEAKING; STAFF IMPROVEMENT

DESCRIPTIVE NOTE: 114P.

SERVICES OFFERED THROUGH THIS PROJECT WERE CONCENTRATED ON THE MISSION DISTRICT OF SAN FRANCISCO, CALIFORNIA, WHERE THE HIGHEST PERCENTAGE OF MONOLINGUAL AND BILINGUAL SPANISH-SPEAKING POPULATION IS CONCENTRATED. THE STUDENT LINGUISTIC TARGET FOR PROJECT CLASSES WAS HALF-AND-HALF MONOLINGUAL SPANISH SPEAKERS AND MONOLINGUAL ENGLISH SPEAKERS. ANALYSIS OF THE DATA WAS CARRIED OUT AT EACH GRADE LEVEL ON THE TOTAL DOMINANT LANGUAGE INTER-AMERICAN TEST OF GENERAL ABILITIES PRE-POST DIFFERENCE SCORES. ENGLISH AND SPANISH MATERIALS WERE USED FOR INSTRUCTION IN LANGUAGE ARTS, CULTURE AND HERITAGE, SCIENCE, MATHEMATICS, AND SOCIAL SCIENCE. THE STAFF WAS OFFERED PRESERVICE AND INSERVICE TRAINING. SUCCESSFUL ATTEMPTS WERE MADE TO INVOLVE PARENTS AND THE COMMUNITY IN THE PROJECT. THE MAJOR RECOMMENDATION FOR IMPROVEMENT OF THE PROJECT WAS TO PROVIDE FOR FORMAL PARENT INVOLVEMENT IN THE PROJECT. (PS)

ACCESSION NUMBER: ED068227

PUBLICATION DATE: APR 72

TITLE: THE SITUATION OF NAVAJO LITERACY PROJECTS. NAVAJO
READING STUDY PROGRESS REPORT NO. 17.

PERSONAL AUTHOR: SPOLSKY, BERNARD

DESCRIPTOR: AMERICAN ENGLISH; *AMERICAN INDIANS; *BILINGUAL
STUDENTS; DIACHRONIC LINGUISTICS; *ELEMENTARY SCHOOL
STUDENTS; *LITERACY; *NAVAHO; ORTHOGRAPHIC SYMBOLS; READING
SKILLS

IDENTIFIER: *NAVAJOS

DESCRIPTIVE NOTE: 23P.

THE NAVAJO READING STUDY HAS BEEN PREPARED FOR A VOLUME DESCRIBING LITERACY PROJECTS IN THE INDIGENOUS LANGUAGES OF THE AMERICAS. IN 1969-70, 2 SURVEYS WERE MADE TO DETERMINE THE PRESENT LANGUAGE SITUATION OF 6-YEAR-OLD NAVAJO CHILDREN. FOR EACH SURVEY, A SIMPLE QUESTIONNAIRE WAS SENT TO ALL TEACHERS WITH NAVAJO 6-YEAR-OLDS IN THEIR CLASSES. REPLIES PROVIDED DATA ON 79% OF THE NAVAJO CHILDREN BORN IN 1964, COVERING 84% OF THOSE ACTUALLY IN SCHOOL. THE RESULTS FOR THE 2 YEARS WERE SIMILAR. IN 1970, 29.8% OF THE 3,653 CHILDREN WERE REPORTED AS KNOWING NO ENGLISH, 39% AS KNOWING A LITTLE ENGLISH BUT NOT ENOUGH FOR 1ST GRADE WORK, 20.7% AS BEING EQUALLY AT HOME IN ENGLISH AND NAVAJO, 5.7% AS BEING SPEAKERS OF ENGLISH WHO KNEW A LITTLE NAVAJO, AND 4.8% AS KNOWING ONLY ENGLISH. ALSO, 22 ADULT NAVAJOS RECORDED TAPE CONVERSATIONS WITH 200 6-YEAR-OLD NAVAJO CHILDREN AT 10 DIFFERENT LOCATIONS ON THE NAVAJO RESERVATION. INTERVIEWS WERE TRANSCRIBED, IN NORMALIZED ORTHOGRAPHY, AND KEY PUNCHED FOR COMPUTER PROCESSING. A TOTAL OF 11,128 SENTENCES, 52,008 WORDS (TOKENS) REPRESENTING A TOTAL OF 8,775 DIFFERENT WORDS (TYPES), WERE PROCESSED. RESULTS OF THE PROCESSING INCLUDED A COMPLETE CONCORDANCE GIVING EACH WORD IN THE CONTEXT OF EACH SENTENCE IN WHICH IT OCCURS AND A LIST OF ALL THE DIFFERENT WORDS IN ALPHABETICAL ORDER GIVING FREQUENCY AND RANGE. ALSO DISCUSSED WERE THE HISTORY OF NAVAJO LITERACY PROJECTS, NAVAJO ORTHOGRAPHY, CONCURRENT PROGRAMS FOR ADULT LITERACY AS A PART OF BILINGUAL EDUCATION, THE NAVAJO READING STUDY, AND ATTITUDES TOWARD NAVAJO LITERACY. (FF)

ACCESSION NUMBER: ED068228

PUBLICATION DATE: MAY 72

TITLE: EVALUATING READING MATERIALS IN NAVAJO: REPORT OF A
TEACHERS' CONFERENCE (GALLUP, NEW MEXICO, APRIL 28-29,
1972). NAVAJO READING STUDY PROGRESS REPORT NO. 18.

PERSONAL AUTHOR: GRADMAN, HARRY L.; YOUNG, ROBERT W.

DESCRIPTOR: AMERICAN INDIAN LANGUAGES; BILINGUAL EDUCATION;
CONFERENCES; *ELEMENTARY SCHOOL STUDENTS; *EVALUATION;
LANGUAGE ARTS; *NAVAHO; *READING MATERIALS; *TEACHER
WORKSHOPS

IDENTIFIER: NAVAJOS

DESCRIPTIVE NOTE: 20P.

ELEMENTARY-GRADE READING MATERIALS PRODUCED IN THE NAVAJO LANGUAGE WERE EVALUATED AT A TEACHER'S CONFERENCE HELD IN GALLUP, NEW MEXICO, ON APRIL 28-29, 1972. PARTICIPANTS, MOSTLY TEACHERS, AT THE CONFERENCE NUMBERED APPROXIMATELY 45. THE 5 TEXTS EVALUATED WERE "MOSILGAI" (SCHOOL CAT), "JASPER," PABII DOO MASI" (PUPPY AND CAT), "DA'IIDA" (EAT), AND "HASTOI TAA." EACH OF THE BOOKS WAS DISCUSSED IN DETAIL BY THE AUTHORS, WHO PRESENTED THE RATIONALE BEHIND THEIR WORK, AND THEN BY CONFERENCE PARTICIPANTS, MANY OF WHOM HAD FAMILIARIZED THEMSELVES WITH THE BOOKS THROUGH CLASSROOM USE. CRITICISMS WERE PRESENTED NOT SO MUCH IN TERMS OF TEXT REVISION, BUT RATHER IN TERMS OF FUTURE MATERIALS PREPARATION. ALSO DISCUSSED WERE THE RELATIONSHIP BETWEEN SPELLING AND DIALECT, THE POSSIBILITY OF ALTERNATE READERS, AND BETTER FIT FOR DIFFERENT DIALECT AREAS; BUT THE DISCUSSION REMAINED UNRESOLVED. IN ADDITION, SOME OBJECTIONS TO THE SIZE OF THE PRINT, ESSENTIALLY 12 POINT IBM DIRECTORY TYPE, WERE DISCUSSED. IT WAS GENERALLY AGREED THAT FOR BEGINNING READERS THE TYPE SIZE SHOULD BE LARGER (36 POINT), WITH REDUCTION TO TAKE PLACE IN HIGHER LEVEL READERS. (FF)

ACCESSION NUMBER: ED068242

PUBLICATION DATE: 31 JUL 72

TITLE: BILINGUAL-BICULTURAL DEVELOPMENT FOR SPANISH, ENGLISH AND INDIAN SPEAKING CHILDREN IN A SOUTHWESTERN MULTICULTURAL ENVIRONMENT. A REPORT OF STATISTICAL FINDINGS AND RECOMMENDATIONS FOR THE GRANTS BILINGUAL EDUCATION PROJECT, GRANTS, NEW MEXICO.

PERSONAL AUTHOR: VALENCIA, ATILANO A.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; BICULTURALISM; *BILINGUAL EDUCATION; COMMUNICATION SKILLS; CULTURAL AWARENESS; ENGLISH (SECOND LANGUAGE); EVALUATION; MEXICAN AMERICANS; NAVAHO; PROGRAM DESIGN; *SPANISH SPEAKING; TABLES (DATA)

IDENTIFIER: *KERESAN

DESCRIPTIVE NOTE: 91P.

THE GRANTS BILINGUAL-BICULTURAL PROGRAM PROVIDED FOR THE LINGUISTIC AND ACADEMIC NEEDS OF CHILDREN WITH LANGUAGE LIMITATIONS IN ENGLISH AND SPANISH, CHILDREN FUNCTIONAL ONLY IN SPANISH OR ENGLISH AND CHILDREN FUNCTIONAL IN THE KERESAN OR NAVAJO LANGUAGE WITH LIMITATIONS IN ENGLISH. THE EVALUATION DESIGN DETERMINED PROGRAM EFFECTS IN ENGLISH LANGUAGE DEVELOPMENT, SPANISH LANGUAGE DEVELOPMENT, CULTURAL PERCEPTIONS AND ATTITUDES, AND ACADEMIC ACHIEVEMENT IN SCIENCE, MATHEMATICS, AND SOCIAL SCIENCE. PRE-TEST AND POST-TEST MEASURES WERE USED FOR EXPERIMENTAL AND CONTROL GROUP CHILDREN IN GRADE LEVELS 1, 2, AND 3 AT 6 SCHOOLS REPRESENTING AT LEAST 4 ETHNIC GROUPS AND LANGUAGE REFERENCES. THE STATISTICAL FINDINGS SHOWED THAT CHILDREN TENDED TO SCORE HIGHER ON THE CULTURAL SENSITIVITY TEST AT PROGRESSIVELY HIGHER LEVELS IN THE FIRST 3 ELEMENTARY GRADES, THAT IDEAS DEPICTING NATIVE CULTURAL REFERENCES HAVE BEEN DISCUSSED BY TEACHERS IN THE PROGRAM, THAT CHILDREN IN THE BILINGUAL PROGRAM ARE ADVANCING IN THE SPANISH LANGUAGE ARTS, AND THAT MORE STRUCTURAL ACTIVITIES ARE NEEDED FOR THE SPANISH-SURNAMED CHILD WHO OPERATES WITH A SPANISH-ENGLISH MIXED LANGUAGE REFERENCE BASE. OBSERVATIONS INCLUDED THAT ADMINISTRATIVE ENCOURAGEMENT AND SUPPORT WERE VERY APPARENT AND THAT PROGRAM PERSONNEL WERE VERY ENTHUSIASTIC ABOUT THE PROGRAM. (SEVERAL PAGES MAY BE LIGHT.) (PS)

ACCESSION NUMBER: ED068243

PUBLICATION DATE: 72

TITLE: REGION ONE BILINGUAL EDUCATION PROJECT. 1971-1972
FINAL EVALUATION REPORT.

DESCRIPTOR: *BILINGUAL EDUCATION; ENGLISH (SECOND
LANGUAGE); *KINDERGARTEN; *MEXICAN AMERICANS; *PRIMARY
GRADES; PROGRAM EVALUATION; *READING PROGRAMS; RESEARCH
PROJECTS; SOCIALIZATION; SPANISH SPEAKING; STATISTICAL
ANALYSIS; TABLES (DATA)

DESCRIPTIVE NOTE: 102P.

A 4-YEAR PROGRAM FOR MEXICAN AMERICAN CHILDREN WHO HAVE LITTLE OR NO KNOWLEDGE OF ENGLISH HAS BEEN ESTABLISHED BY THE REGION ONE EDUCATION SERVICE CENTER IN TEXAS. DESIGNED TO ENROLL STUDENTS AT THE KINDERGARTEN LEVEL AND CARRY THEM THROUGH 3RD GRADE, THE PROGRAM'S COMPONENTS WERE SPANISH READING, ENGLISH AS A SECOND LANGUAGE (ESL), TRANSITIONAL ENGLISH READING, AND SOCIAL EDUCATION. THE FIELD TESTING OF THESE PROGRAMS COMPRISED THE OBJECTIVES FOR 1971-72. OF THE 124 OBJECTIVES LISTED, ONLY THE PRODUCT OBJECTIVES WHICH PERTAINED DIRECTLY TO STUDENT ACHIEVEMENT WERE EVALUATED IN THIS REPORT. RESULTS OF THE SPANISH READING AND SOCIAL EDUCATION END-OF-PROGRAM TESTS INDICATED THAT 80% OF THE STUDENTS ATTAINED THE DESIRED OBJECTIVE, A SCORE OF 80% ON THE TESTS. LEVEL I AND LEVEL II ESL PROGRAM RESULTS INDICATED THAT IF THE STUDENTS IN THE EXPERIMENTAL GROUP AND CONTROL GROUP HAD ALL HAD COMPARABLE PRE-TEST SCORES, THE POST-TEST SCORES OF THE EXPERIMENTAL GROUP WOULD HAVE BEEN SIGNIFICANTLY HIGHER THAN THOSE OF THE CONTROL GROUP. THE ANALYSIS OF THE FINAL ACHIEVEMENT TEST INDICATED THAT THE RESULTS WERE WITHIN ACCEPTABLE LIMITS OF THE OBJECTIVE FOR THE TRANSITIONAL ENGLISH READING PROGRAM. APPENDIXES INCLUDE THE BILINGUAL PROJECT STAFF, MATERIALS AND EQUIPMENT FOR PROJECT COMPONENTS, AND STATUS OF OBJECTIVES FOR 1971-72. A RELATED DOCUMENT IS ED 051 955. (SEVERAL PAGES MAY BE LIGHT.) (HBC)

ACCESSION NUMBER: ED069166

PUBLICATION DATE: 72

TITLE: LANGUAGE IN AMERICAN INDIAN EDUCATION: A NEWSLETTER OF THE OFFICE OF EDUCATION PROGRAMS, BUREAU OF INDIAN AFFAIRS, UNITED STATES DEPARTMENT OF THE INTERIOR.

PERSONAL AUTHOR: SLAGER, WILLIAM R., ED.; MADSEN, BETTY M., ED.

DESCRIPTOR: AMERICAN CULTURE; AMERICAN INDIAN CULTURE; *AMERICAN INDIAN LANGUAGES; BIBLIOGRAPHIES; *BILINGUAL EDUCATION; CREE; *EDUCATIONAL PROGRAMS; ENGLISH (SECOND LANGUAGE); *LANGUAGE INSTRUCTION; LANGUAGE SKILLS; *LANGUAGE TESTS; MULTIPLE CHOICE TESTS; PAPAGO; TEST CONSTRUCTION; TESTING

IDENTIFIER: SIOUX

DESCRIPTIVE NOTE: 116P.

THIS ISSUE OF THE 1971-72 SERIES OF "LANGUAGE IN AMERICAN INDIAN EDUCATION" CONTAINS ARTICLES ON BILINGUAL EDUCATION AND THE TESTING OF LANGUAGE SKILLS. THE FIRST, "THE LANGUAGE OF THE SIOUX," IS A BIBLIOGRAPHIC ESSAY DEALING WITH THE STUDIES THAT HAVE BEEN MADE TO DATE OF THE SIOUX LANGUAGE AND ITS DIALECTS. A TITLE 7 BILINGUAL EDUCATION PROJECT AT LONEMAN DAY SCHOOL IN OGLALA, SOUTH DAKOTA, AND A TITLE 1 BILINGUAL EDUCATION PROGRAM IN THE BETHEL AGENCY, JUNEAU AREA, ALASKA, ARE REPORTED. OTHER ARTICLES EXAMINE MEANS TEACHERS USE TO EVALUATE THEIR STUDENTS' PROGRESS IN ENGLISH. THEY INCLUDE: (1) "TESTING LANGUAGE SKILLS," (2) "COMMON ERRORS IN CONSTRUCTING MULTIPLE CHOICE ITEMS," AND (3) "THE LANGUAGE OF TESTS FOR YOUNG CHILDREN." A SECTION ON INDIAN LANGUAGES CONTAINS A STORY IN PAPAGO AND A SAMPLE OF THE CREE MATERIALS PRESENTLY BEING DEVELOPED BY THE TITLE 7 BILINGUAL PROJECT ON THE ROCKY BOY RESERVATION IN MONTANA. AN INFORMATION EXCHANGE SECTION CONCERNING INDIAN EDUCATION IS ALSO INCLUDED. (RL)

ACCESSION NUMBER: ED069447

PUBLICATION DATE: 72

TITLE: REPORT ON TEWA PORTION OF TRILINGUAL PROGRAM AT SAN JUAN ELEMENTARY SCHOOL, 1971-1972

PERSONAL AUTHOR: SPEIPS, RANDALL H.

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; *BILINGUAL
EDUCATION; CURRICULUM GUIDES; *ELEMENTARY GRADES; *LANGUAGE
ABILITY; *REPORTS; SUMMATIVE EVALUATION; TEACHER INFLUENCE

IDENTIFIER: NEW MEXICO; SAN JUAN ELEMENTARY SCHOOL; *TEWA

DESCRIPTIVE NOTE: 9P.

GUIDES FOR TEACHING ORAL AND WRITTEN TEWA TO AMERICAN INDIAN CHILDREN IN GRADES 1-6 AS AN INTEGRAL PART OF THE REGULAR CURRICULUM ARE PRESENTED. IN THE SAN JUAN ELEMENTARY SCHOOL TRILINGUAL PROGRAM, THE TIME SPENT TEACHING TEWA DECREASES WITH GRADE LEVEL--FROM 2 90-MINUTE PERIODS PER DAY FOR FIRST GRADERS TO 2 30-MINUTE CLASSES PER WEEK FOR SIXTH GRADERS. AS A RESULT OF THIS PROGRAM, STUDENTS HAVE EXHIBITED A GREATER SENSE OF CULTURAL IDENTITY AND OPENNESS, AS IS EVIDENCED BY THE FACT THAT THE CHILDREN USE TEWA IN PARTICIPATING IN CLASSROOM DISCUSSIONS. ALSO, CHILDREN HAVE BEEN WILLING TO REVEAL THEIR TEWA NAMES. THE POSITIVE EFFECTS OF THIS PROGRAM HAVE BEEN CONFIRMED BY SOME OF THE PARENTS. THAT THE TEWA LANGUAGE ABILITIES OF INDIAN CHILDREN BE IDENTIFIED AND THAT THE BILINGUAL APPROACH BE DESIGNED ACCORDING TO THEIR NEEDS ARE SUGGESTIONS FOR FUTURE PROGRAMS. (HBC)

ACCESSION NUMBER: ED069461

PUBLICATION DATE: DEC 72

TITLE: ADVANCES IN NAVAJO BILINGUAL EDUCATION 1969-72.
NAVAJO READING STUDY PROGRESS REPORT NO. 20.

PERSONAL AUTHOR: SPOLSKY, BERNARD, ED.

DESCRIPTOR: *AMERICAN INDIANS; *BICULTURALISM; *BILINGUAL
EDUCATION; CULTURAL AWARENESS; CURRICULUM DEVELOPMENT;
INSTRUCTIONAL MATERIALS; *NAVAHO; READING MATERIALS;
*TEACHER EDUCATION

IDENTIFIER: *NAVAJOS

DESCRIPTIVE NOTE: 65P.

ADVANCES IN NAVAJO BILINGUAL EDUCATION ARE DESCRIBED IN THIS PROGRESS REPORT, IN WHICH BILINGUAL EDUCATION IS PRESENTED AS AN ELEMENT IN AIDING THE COMMUNITY TO BE INVOLVED IN AND TO CONTROL THE NAVAJO EDUCATION SYSTEM. ALSO, THE REPORTS OF 3 MEETINGS CONCERNING NAVAJO EDUCATION ARE INCLUDED. THE REPORT OF A NAVAJO BILINGUAL-BICULTURAL MATERIALS CONFERENCE CONTAINS CURRICULUM IDEAS FOR PERSONS INVOLVED WITH NAVAJO LANGUAGE TEACHING. A PROPOSAL FOR A NAVAJO BILINGUAL EDUCATION PROGRAM FORMS A MAJOR PART OF THE REPORT OF A MEETING OF STUDENTS AND FACULTY HELD AT THE UNIVERSITY OF NEW MEXICO (UNM) TO DISCUSS NAVAJO BILINGUAL TEACHER EDUCATION. THE REPORT OF THE THIRD MEETING, ALSO HELD AT UNM, DISCUSSES THE TRAINING OF NAVAJO BILINGUAL TEACHERS. LISTS OF PARTICIPANTS IN THE MEETINGS AND A "SUPPLEMENT TO THE ANALYTICAL BIBLIOGRAPHY OF NAVAJO READING MATERIALS" ARE ALSO PRESENTED. (PS)

ACCESSION NUMBER: ED069708

PUBLICATION DATE: 15 SEP 71

TITLE: AREA III VALLEY INTERCULTURAL REPORT: 1970-71 FINAL EVALUATION REPORT.

PERSONAL AUTHOR: AYALA, ARMANDO; VATSULA, JOHN

DESCRIPTOR: *BILINGUAL EDUCATION; BILINGUAL STUDENTS; BILINGUAL TEACHERS; EVALUATION CRITERIA; EVALUATION TECHNIQUES; GRADE 1; KINDERGARTEN; *MEASUREMENT TECHNIQUES; MEXICAN AMERICANS; PROGRAM EFFECTIVENESS; *PROGRAM EVALUATION; *SPANISH SPEAKING; TEST CONSTRUCTION; TESTING; *TESTS

IDENTIFIER: AREA III VALLEY INTERCULTURAL PROGRAM; DRV BILINGUAL TEST; ELEMENTARY SECONDARY EDUCATION ACT TITLE VII; ESEA TITLE VII

DESCRIPTIVE NOTE: 36P.

EVALUATION OF A BILINGUAL-BICULTURAL EDUCATION PROGRAM INDICATES THAT SIGNIFICANT PROGRESS WAS MADE IN ENABLING ALL STUDENTS TO FUNCTION EQUALLY WELL IN BOTH SPANISH AND ENGLISH, IN PROVIDING BASIC COPING SKILLS, AND IN DEVELOPING THE BASIS FOR A PLURALISTIC SOCIETY. THE PROGRAM INCLUDED 210 KINDERGARTEN AND FIRST-GRADE CHILDREN CONSISTING OF EQUAL NUMBERS OF ANGLO AND MEXICAN-AMERICAN CHILDREN. A BILINGUAL TESTING INSTRUMENT WAS DEVELOPED IN ENGLISH AND IN SPANISH TO ASSESS PROGRESS. FIVE INSTRUCTIONAL OBJECTIVES MEASURED INDICATED THAT GROWTH WAS GREATER FOR SPANISH-SURNAMED IN ALL CATEGORIES. RECOMMENDATIONS SUGGESTED IN-SERVICE TRAINING FOR TEACHERS IN TEACHING SPANISH CONCEPTS IN SPANISH, HIRING A SPANISH MODEL RESOURCE TEACHER, REVIEW OF ART WORK FOR THE PORTION OF THE TEST MATCHING MEN AND ANIMALS TO ENVIRONMENTS AND REVIEW OF PERFORMANCE OBJECTIVES. A COPY OF THE TEST IS INCLUDED IN THE APPENDIX. (DJ)

ACCESSION NUMBER: ED070544

PUBLICATION DATE: 72

TITLE: THE FIRST INDIAN BILINGUAL PROJECTS, TITLE VII
MEETING: A REPORT.

PERSONAL AUTHOR: BERENDZEN, HARRY

DESCRIPTOR: *AMERICAN INDIANS; *BILINGUAL EDUCATION;
COMMUNITY INVOLVEMENT; *EDUCATIONAL PROGRAMS; *EVALUATION;
INSTRUCTIONAL MATERIALS; INSTRUCTIONAL STAFF; LANGUAGE
ABILITY; *NAVAHO; OBJECTIVES; SMALL GROUP INSTRUCTION

DESCRIPTIVE NOTE: 7P.; REPORT ON INDIAN BILINGUAL PROJECTS
MEETING, DENVER, COLO., FEBRUARY 22-23, 1972

THE PURPOSE OF THE FIRST INDIAN BILINGUAL PROJECTS, TITLE VII MEETING WAS TO DISCUSS EXPERIENCES AND EXCHANGE IDEAS ON THE DEVELOPMENT OF EVALUATION DESIGN AND MEASURABLE OBJECTIVES, THE INVOLVEMENT OF PARENTS AND COMMUNITY, AND THE DEVELOPMENT OF MATERIALS. SESSIONS WERE HELD ON UNOBTRUSIVE MEASURES, MEASURING LANGUAGE DOMINANCE, PARENT AND COMMUNITY INVOLVEMENT, SMALL GROUP INSTRUCTION FOR THE CLASSROOM, AND MATERIALS DEVELOPMENT. SUGGESTIONS INCLUDED THAT AT LEAST 2 MEETINGS BE HELD PER YEAR; THAT THE ENTIRE PROJECT STAFF BE GIVEN AN OPPORTUNITY FOR INPUT AND AGREEMENT IN THE AREA OF EVALUATION; THAT MORE COMMUNITY MEMBERS BE PRESENT FOR FUTURE MEETINGS; THAT NATIVE SPEAKERS BE TRAINED TO BECOME BILINGUAL TEACHERS; AND THAT PRESENTATION, DISPLAY, AND DEMONSTRATION OF PROJECT-DEVELOPED MATERIALS BE A MAJOR PART OF FUTURE MEETINGS. (PS)

JOURNAL CITATION: LANGUAGE IN AMERICAN INDIAN EDUCATION,
SPRING 1972

ACCESSION NUMBER: ED070550

PUBLICATION DATE: 3 MAY 72

TITLE: ATTITUDES TOWARD BILINGUAL EDUCATION: A STUDY OF PARENTS WITH CHILDREN IN SELECTED BILINGUAL PROGRAMS.

PERSONAL AUTHOR: GUTIERREZ, LORRAINE P.

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; COMMUNITY ATTITUDES; FAMILY INCOME; LANGUAGE ABILITY; *MEXICAN AMERICANS; *PARENT ATTITUDES; *SOCIOECONOMIC STATUS; *SPANISH SPEAKING

IDENTIFIER: *ALBUQUERQUE PUBLIC SCHOOL SYSTEM; NEW MEXICO

DESCRIPTIVE NOTE: 182P.; DOCTOR'S DISSERTATION SUBMITTED TO THE UNIVERSITY OF NEW MEXICO, ALBUQUERQUE, NEW MEXICO

THE PURPOSE OF THIS STUDY WAS TO INVESTIGATE THE ATTITUDES TOWARD BILINGUAL EDUCATION OF PARENTS WHOSE CHILDREN WERE IN BILINGUAL PROGRAMS AND TO FIND IF ATTITUDE DIFFERENCES RELATED TO SEX, AGE, MOBILITY, AND EDUCATION EXISTED BETWEEN INCOME GROUPS. THE SAMPLE CONSISTED OF 110 PAIRS OF PARENTS WHOSE CHILDREN WERE IN BILINGUAL PROGRAMS IN 10 SCHOOLS IN THE ALBUQUERQUE PUBLIC SCHOOL SYSTEM. THE SAMPLE WAS DIVIDED INTO 2 SOCIOECONOMIC GROUPS BASED ON OCCUPATION AND SUBDIVIDED BY SEX, AGE, MOBILITY, AND EDUCATION. A 63-ITEM QUESTIONNAIRE WAS ADMINISTERED TO EACH PAIR OF PARENTS BY A TRAINED SPANISH-SPEAKING INTERVIEWER. THE RESULTS INDICATED AN HOMOGENEOUS POSITIVE ATTITUDE TOWARD BILINGUAL EDUCATION WITH FEW SIGNIFICANT DIFFERENCES BETWEEN SOCIOECONOMIC GROUPS. IT WAS ALSO FOUND THAT THOSE UNDER AGE 35 WERE MORE POSITIVE IN THEIR ATTITUDES THAN WERE THE OLDER GROUP, THAT AMOUNT OF EDUCATION DID NOT SEEM TO ALTER ATTITUDES SIGNIFICANTLY, AND THAT THE AMOUNT OF MOBILITY SIGNIFICANTLY AFFECTED THE RESPONSE TOWARD CERTAIN STATEMENTS. THE MAJOR CONCLUSION OF THE STUDY WAS THAT PARENTS ENTHUSIASTICALLY APPROVED OF THE ON-GOING BILINGUAL AND BICULTURAL PROGRAMS TO WHICH THEIR CHILDREN WERE BEING EXPOSED. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (PS)

ACCESSION NUMBER: ED070552

PUBLICATION DATE: 72

TITLE: A RESOURCE MANUAL FOR IMPLEMENTING BILINGUAL
EDUCATION PROGRAMS.

DESCRIPTOR: ART ACTIVITIES; *BILINGUAL EDUCATION; CULTURAL
BACKGROUND; CULTURAL DIFFERENCES; *ELEMENTARY GRADES;
*ENGLISH (SECOND LANGUAGE); HISTORY; LANGUAGE DEVELOPMENT;
LINGUISTICS; MATHEMATICS; *MEXICAN AMERICANS; SOCIAL
STRUCTURE; SOCIAL STUDIES; *TEACHING TECHNIQUES

DESCRIPTIVE NOTE: 163P.

BILINGUALISM HAS OCCURRED FOR MANY YEARS WHEREVER COUNTRIES
WITH DIFFERENT LANGUAGES BORDER EACH OTHER. RECENTLY,
BILINGUAL EDUCATION HAS BEGUN TO HAVE A POSITION IN THE
FORMAL EDUCATION PROCESS OF SCHOOLS THROUGHOUT THE UNITED
STATES WITH STUDENTS WHOSE FIRST LANGUAGE IS NOT ENGLISH.
THIS BULLETIN, DESIGNED WITH THE HOPE THAT IT CAN ASSIST
SCHOOL TEACHERS OR ADMINISTRATORS IN DESIGNING,
IMPLEMENTING, AND CONDUCTING BILINGUAL EDUCATION PROGRAMS,
DISCUSSES THE BILINGUALISM OF MEXICAN-AMERICANS. FOR A
BILINGUAL EDUCATION PROGRAM TO WORK WITH MEXICAN-AMERICANS,
A PERSON MUST UNDERSTAND, OR AT LEAST KNOW ABOUT, CERTAIN
ASPECTS OF THE MEXICAN-AMERICAN CULTURE. THIS BULLETIN
DISCUSSES THE HISTORY OF MEXICAN-AMERICANS IN SOUTHERN TEXAS
SINCE 1836, THE SOCIAL STRUCTURE OF THEIR COMMUNITIES AND
HOME LIFE, THEIR RELIGION, THE DIFFERENCES BETWEEN THEIR
BASIC VALUE CONFIGURATIONS AND THOSE OF ANGLO-AMERICANS, AND
HOW THEIR CULTURE AFFECTS THEIR EDUCATION. THE ROLE OF
LINGUISTICS AND A PERSON'S FIRST LANGUAGE IN A BILINGUAL
PROGRAM, METHODS AND TECHNIQUES FOR SECOND-LANGUAGE
TEACHING, AND BILINGUAL TEACHING IN CONTENT AREAS ARE ALSO
DISCUSSED. GENERAL SUGGESTIONS FOR LANGUAGE TEACHING,
TECHNIQUES FOR TEACHING READING AND WRITING, REINFORCEMENT
ACTIVITIES, AND ART ACTIVITIES ARE GIVEN. SAMPLE LESSONS, IN
BOTH ENGLISH AND SPANISH, ARE INCLUDED FOR 1ST GRADE
SCIENCE, 2ND AND 4TH GRADE MATHEMATICS, 5TH AND 6TH GRADE
ART, AND 3RD AND 6TH GRADE SOCIAL STUDIES. (NQ)

ACCESSION NUMBER: ED070555

PUBLICATION DATE: 71

TITLE: TEXAS MIGRANT LABOF. ANNUAL REPORT, 1971.

DESCRIPTOR: *AGRICULTURAL LABORERS; *ANNUAL REPORTS;
BILINGUAL EDUCATION; EDUCATION; FOREIGN WORKERS; HEALTH;
HOUSING; *MEXICAN AMERICANS; *MIGRANT WORKERS; MIGRATION
PATTERNS; *SOCIOECONOMIC INFLUENCES

IDENTIFIER: *TEXAS

DESCRIPTIVE NOTE: 89P.

THE GOOD NEIGHBOR COMMISSION OF TEXAS, ORGANIZED UNDER A FEDERAL GRANT IN 1943 AND LATER CONSTITUTED AS AN AGENCY OF STATE GOVERNMENT BY LEGISLATIVE MANDATE, IS CHARGED UNDER ITS BASIC LAW TO COORDINATE THE WORK OF THE FEDERAL, STATE, AND LOCAL GOVERNMENT UNITS ENDEAVORING TO IMPROVE THE TRAVEL AND WORKING CONDITIONS OF TEXAS MIGRANT FARM WORKERS. A BASIC RESPONSIBILITY IN THIS EFFORT IS TO SURVEY CONDITIONS AND DETERMINE PROBLEM AREAS RELATED TO MIGRANT WORKERS AND TAKE AN ACTIVE PART IN THE DEVELOPMENT OF ASSISTANCE PROGRAMS. THE COMMISSION'S EFFORTS IN CORRELATING AND EVALUATING OPERATIONAL PROGRAMS FOR MIGRANTS AND THEIR FAMILIES IS THE BASIS FOR THIS ANNUAL REPORT. AN OVERVIEW OF TEXAS MIGRANT LABOR DESCRIBES THE EMERGENCE AND FINALLY THE DOMINATION OF THE SEASONAL AGRICULTURAL LABOR FORCE BY SPANISH-SPEAKING PEOPLE. TOPICS DISCUSSED INCLUDE TEXAS AGRICULTURE AND MIGRANT LABOR, THE TEXAS INTER-AGENCY TASK FORCE ON MIGRANT LABOR, THE ROLE OF THE CHURCH IN MIGRANT MATTERS, BILINGUAL EDUCATION IN TEXAS, ALIEN LABOR AND IMMIGRATION, AND A DESCRIPTION OF THE FARMERS HOME ADMINISTRATION. CURRENT DEVELOPMENTS IN EDUCATION, HOUSING, HEALTH, JOB DEVELOPMENT AND EMPLOYMENT, AND RESUMES OF SPECIFIC FEDERAL PROGRAMS ARE ALSO PRESENTED. A LOOK AT THE TRENDS IN FARM LABOR AND WHAT HAS BEEN HAPPENING TO THE LOCAL DOMESTIC, MIGRATORY, AND FOREIGN WORKER IN THE PAST DECADE COMPRISES THE SUMMARY OF DATA FOR 1971. A RELATED DOCUMENT IS ED 057 936. (HRC)

ACCESSION NUMBER: ED071525

PUBLICATION DATE: 72

TITLE: PUEDO LEER/I CAN READ: INITIAL READING IN SPANISH FOR BILINGUAL CHILDREN.

PERSONAL AUTHOR: HERBERT, CHARLES H., JR.; SANCHO, ANTHONY R.

DESCRIPTOR: *BILINGUAL EDUCATION; *ENGLISH; LANGUAGE INSTRUCTION; LETTERS (ALPHABET); MANUALS; MEXICAN AMERICANS; MINORITY GROUPS; PHONICS; READING ACHIEVEMENT; READING HABITS; *READING INSTRUCTION; READING MATERIALS; *READING PROGRAMS; READING SKILLS; SECOND LANGUAGE LEARNING; *SPANISH

DESCRIPTIVE NOTE: 119P.; REVISED VERSION

THIS MANUAL CONTAINS SOME OF THE HISTORY OF THE PROJECT "INITIAL READING IN SPANISH FOR BILINGUAL CHILDREN," UNDERTAKEN BY THE U.S. OFFICE OF EDUCATION IN THE SPRING OF 1970. THE OBJECTIVE OF THE PROJECT WAS TO GATHER DETAILED INFORMATION AND TO PRODUCE A DESCRIPTIVE ANALYSIS OF THE METHODOLOGIES EMPLOYED BY TEACHERS IN THE TEACHING OF INITIAL READING TO SPANISH-SPEAKING CHILDREN. THE MANUAL IS BASED ON RESEARCH REPORTS FROM FOUR PROJECT SITES IN TEXAS, AS WELL AS ON INFORMATION GATHERED FROM VIDEOTAPES MADE IN TEXAS AND MEXICO. SUBJECTS TREATED ARE "THE BILINGUAL CHILD'S RIGHT TO READ," "INITIAL READING IN SPANISH FOR BILINGUALS," "PRE-READING PERIOD," AND "THE INTRODUCTION OF LETTERS." A BIBLIOGRAPHY, A LIST OF BOOK SUGGESTIONS, AND AN INDEX ARE INCLUDED. (SK)

0135⁵¹

ACCESSION NUMBER: FD071784

PUBLICATION DATE: 72

TITLE: SOCIAL FUNCTIONS OF LANGUAGE IN A MEXICAN-AMERICAN COMMUNITY. ANTHROPOLOGICAL PAPERS OF THE UNIVERSITY OF ARIZONA NUMBER 22.

PERSONAL AUTHOR: BARKER, GEORGE C.

DESCRIPTOR: *ACCUULTURATION; *AREA STUDIES; BILINGUALISM; FAMILY (SOCIOLOGICAL UNIT); GROUP RELATIONS; *LANGUAGE ROLE; *LINGUISTIC PATTERNS; *MEXICAN AMERICANS; SOCIOCULTURAL PATTERNS

IDENTIFIER: ARIZONA; *TUCSON

DESCRIPTIVE NOTE: 56P.

AN INQUIRY INTO HOW LANGUAGE FUNCTIONS IN THE LIFE OF A BILINGUAL MINORITY GROUP IN PROCESS OF CULTURAL CHANGE, THIS STUDY INVESTIGATED THE ACCULTURATION AND ASSIMILATION OF INDIVIDUALS OF MEXICAN DESCENT LIVING IN TUCSON, ARIZONA. SPECIFICALLY, THE LANGUAGE USAGE AND INTERPERSONAL RELATIONS OF INDIVIDUALS FROM REPRESENTATIVE FAMILIES IN THE BILINGUAL COMMUNITY OF TUCSON, THE USAGE OF BILINGUAL SOCIAL GROUPS IN THE COMMUNITY, AND THE LINGUISTIC AND CULTURAL CONTACTS BETWEEN BILINGUALS AND MEMBERS OF THE LARGER TUCSON COMMUNITY WERE EXAMINED. DATA WERE DRAWN FROM OBSERVATIONAL STUDIES OF INDIVIDUALS AND FAMILIES; OBSERVATION OF GROUP ACTIVITIES; AND OBSERVATION OF, SUPPLEMENTED BY QUESTIONNAIRES ON, THE CULTURAL INTERESTS OF MEXICAN CHILDREN AND THEIR FAMILIES. SOME CONCLUSIONS OF THE STUDY WERE THAT SPANISH CAME TO BE IDENTIFIED IN THE MEXICAN COMMUNITY AS THE LANGUAGE OF INTIMATE AND FAMILY RELATIONS, WHILE ENGLISH CAME TO BE IDENTIFIED AS THE LANGUAGE OF FORMAL SOCIAL RELATIONS AND OF ALL RELATIONS WITH ANGLOS. IT WAS ALSO FOUND THAT THE YOUNGER AMERICAN-BORN GROUP REJECT BOTH SPANISH AND ENGLISH IN FAVOR OF THEIR OWN LANGUAGE, PACHUCC. TABLES DEPICTING THE CHARACTERISTICS OF 20 FAMILIES, THE LANGUAGE USAGE OF FAMILIES, AND THE LANGUAGE USAGE IN PERSONAL RELATIONSHIPS OF ENGLISH AND SPANISH ARE INCLUDED. SUGGESTIONS FOR FURTHER RESEARCH ARE MADE. (HBC)

AVAILABILITY: THE UNIVERSITY OF ARIZONA PRESS, BOX 3398, TUCSON, ARIZONA 85722 (\$4.00)

ACCESSION NUMBER: ED071795

PUBLICATION DATE: 72

TITLE: EVALUATION REPORT OF THE BILINGUAL EDUCATION PROGRAM.
HARLANDALE INDEPENDENT SCHOOL DISTRICT, SAN MARCOS
INDEPENDENT SCHOOL DISTRICT, SOUTHWEST TEXAS STATE
UNIVERSITY. 1971-72.

PERSONAL AUTHOR: HARRISON, HELENE W.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *BILINGUAL EDUCATION;
*ELEMENTARY GRADES; ENGLISH (SECOND LANGUAGE); *LANGUAGE
DEVELOPMENT; *MEXICAN AMERICANS; PROGRAM EVALUATION; READING
ABILITY; SOCIOECONOMIC BACKGROUND; STATISTICAL DATA; STUDENT
TESTING; *TABLES (DATA); TEACHER AIDES

IDENTIFIER: *TEXAS

DESCRIPTIVE NOTE: 125P.

BILINGUAL CLASSES IN GRADES K-5 IN THE SAN MARCOS AND HARLANDALE (TEXAS) SCHOOL DISTRICTS COMPRISE THIS BILINGUAL EDUCATION PROGRAM. MOST OF THE PUPILS COME FROM SPANISH-SPEAKING HOMES WITH LOW SOCIOECONOMIC-EDUCATIONAL BACKGROUND; HOWEVER, A CERTAIN PROPORTION OF THE SAN MARCOS PUPILS ARE ANGLOS. PROGRAM OBJECTIVES INCLUDE PREVENTING EDUCATIONAL RETARDATION IN THE MEXICAN AMERICAN CHILD BY TEACHING HIM IN SPANISH WHILE COMPETENCE IN ENGLISH IS BEING DEVELOPED TO THE POINT WHERE IT IS SUFFICIENT TO CARRY THE EDUCATIONAL BURDEN, ENDOWING HIM WITH LITERACY IN 2 LANGUAGES, AND INSTILLING IN HIM KNOWLEDGE OF AND PRIDE IN HIS HERITAGE. OBJECTIVES FOR THE ANGLO CHILD INCLUDE BROADENING HIS OUTLOOK AND DEVELOPING IN HIM AN APPRECIATION OF MULTICULTURAL CONTRIBUTIONS TO OUR SOCIETY. THE EVALUATION DESIGN INCLUDES USE OF THE PEABODY PICTURE VOCABULARY TEST (SPANISH AND ENGLISH VERSION), THE METROPOLITAN ACHIEVEMENT TESTS, AND THE SPANISH SERIE INTERAMERICANA READING TESTS, AS WELL AS LOCAL TESTS OF BEHAVIORAL OBJECTIVES STATED IN THE CURRICULUM GUIDES. THE TEST RESULTS ARE PRESENTED IN TABULAR FORM. TEACHER AND TEACHER-AIDE EVALUATION MEASURES INCLUDE PRETESTS AND POSTTESTS FOR PRESERVICE AND INSERVICE TRAINING, VERBAL INTERACTION ANALYSES, AND RATING FORMS COMPLETED BY COORDINATORS, PRINCIPALS, AND TEACHERS. EIGHTEEN RECOMMENDATIONS ARE SPECIFIED AT THE END OF THIS REPORT. THE APPENDIX CONSISTS OF SAMPLES OF THE EVALUATION FORMS USED. RELATED DOCUMENTS ARE ED 023 508 AND ED 026 158. (NQ)

0137 53

ACCESSION NUMBER: ED071803

PUBLICATION DATE: JUN 72

TITLE: EDUCATION OF THE SPANISH SPEAKING. HEARINGS BEFORE THE CIVIL RIGHTS OVERSIGHT SUBCOMMITTEE (SUBCOMMITTEE NO. 4) OF THE COMMITTEE ON THE JUDICIARY, HOUSE OF REPRESENTATIVES, NINETY-SECOND CONGRESS, SECOND SESSION ON REPORTS OF THE U.S. COMMISSION ON CIVIL RIGHTS. SERIAL NO. 35.

DESCRIPTOR: BILINGUAL EDUCATION; *CIVIL RIGHTS; COMMITTEES; EDUCATIONAL POLICY; *EQUAL EDUCATION; *MEXICAN AMERICANS; *MINORITY GROUP CHILDREN; PUBLIC SCHOOLS; *PUERTO RICANS; SECOND LANGUAGE LEARNING; SPANISH SPEAKING; TABLES (DATA)

IDENTIFIER: *UNITED STATES COMMISSION ON CIVIL RIGHTS

DESCRIPTIVE NOTE: 105P.

HEARINGS ON THE REPORTS OF THE U.S. COMMISSION ON CIVIL RIGHTS ON THE EDUCATION OF THE SPANISH-SPEAKING WERE HELD ON JUNE 8 AND 14, 1972. THE CIVIL RIGHTS COMMISSION DOCUMENTED IN ITS REPORTS THE EFFECTS OF EDUCATIONAL POLICIES WHICH HAVE SIMULTANEOUSLY FORCED ETHNIC ISOLATION AND ANGLO CONFORMITY UPON MEXICAN AMERICAN AND PUERTO RICAN STUDENTS. INCLUDED ARE TESTIMONIES BY MEMBERS OF THE CIVIL RIGHTS COMMISSION CONCERNING THE EDUCATION OF SPANISH-SPEAKING CHILDREN. SOME OF THE AREAS COVERED BY THE TESTIMONY FOLLOW: (1) CHICANO PUPILS ACHIEVE LESS WELL THAN ANGLO STUDENTS; (2) THE SCHOOL SYSTEMS OF THE SOUTHWEST HAVE NOT RECOGNIZED THE CULTURE AND THE TRADITION OF MEXICAN AMERICANS AND HAVE NOT ADOPTED POLICIES AND PRACTICES THAT WOULD ENABLE MEXICAN AMERICAN CHILDREN TO PARTICIPATE FULLY IN THE EDUCATIONAL PROCESS; (3) MORE THAN 400,000 CHICANO PUPILS THROUGHOUT THE SOUTHWEST ATTEND SCHOOLS IN PREDOMINANTLY MEXICAN AMERICAN DISTRICTS; (4) PUERTO RICAN CHILDREN CONSTITUTE A RELATIVELY LARGE MINORITY IN URBAN SCHOOL SYSTEMS PLAGUED BY RACIAL IMBALANCE, TIGHT BUDGETS, AND OUTMODED SCHOOL BUILDINGS IN THE NORTHEAST AND MIDWEST CITIES; AND (5) STATISTICAL EVIDENCE DEMONSTRATES THE FAILURE OF THE SCHOOLS IN THE SOUTHWEST TO REACH AND PROPERLY EDUCATE THE CHICANO STUDENT. RELATED DOCUMENTS ARE ED 052 849, ED 056 821, AND ED 062 069. (FF)

ACCESSION NUMBER: ED071840

PUBLICATION DATE: 10 MAY 72

TITLE: A SURVEY OF THE LITERATURE RELEVANT TO
SPANISH-SURNAME RURAL YOUTH IN THE SOUTHWESTERN STATES.
FINAL REPORT OF PHASE 1.

PERSONAL AUTHOR: BELDING, NANCYE; AND OTHERS

DESCRIPTOR: BILINGUAL EDUCATION; CAREER OPPORTUNITIES;
CULTURAL ENVIRONMENT; ECONOMIC FACTORS; *EDUCATIONAL
PROGRAMS; *MEXICAN AMERICANS; MIGRATION PATTERNS;
*POPULATION TRENDS; RURAL URBAN DIFFERENCES; *RURAL YOUTH;
SOCIAL ENVIRONMENT; *SPANISH AMERICAN LITERATURE

IDENTIFIER: *SOUTHWEST

DESCRIPTIVE NOTE: 73P.

THE OBJECTIVE OF THIS STUDY IS TO OPTIMIZE THE BENEFITS OF YOUTH PROJECTS FOR SPANISH-SURNAME RURAL YOUTH IN THE SOUTHWEST. A SEARCH OF THE LITERATURE PUBLISHED BETWEEN 1965 AND 1970 WHICH IS RELEVANT TO THE PROBLEMS OF SPANISH-SURNAME RURAL YOUTH IN THE SOUTHWEST IS INCLUDED. THE SURVEY POPULATION CONSISTS OF SPANISH-SURNAME YOUTH LIVING IN RURAL AREAS OF THE SOUTHWEST IN 1963-68. THE CHANGING ENVIRONMENT OF THESE YOUTH IS DESCRIBED IN TERMS OF POPULATION TRENDS, MOBILITY, SOCIAL AND CULTURAL ENVIRONMENT, ECONOMIC ENVIRONMENT, AND OUTMIGRATION. THE EDUCATIONAL SYSTEM OF THE RURAL SOUTHWEST, JOB OPPORTUNITIES, AND THE CHARACTERISTICS OF THE RURAL SPANISH-SURNAME YOUTH ARE ALSO DESCRIBED. MAJOR RECOMMENDATIONS FOR REVISIONS IN THE RURAL EDUCATIONAL SYSTEM INCLUDE IMPROVED TEACHER PREPARATION, THE USE OF SPANISH LITERATURE, SMALLER STUDENT-TEACHER RATIOS, EXPANDED COUNSELING SERVICES, MORE COMMUNITY INVOLVEMENT, AND ADDITIONAL SOCIAL SERVICES. (PS)

AVAILABILITY: U.S. DEPARTMENT OF COMMERCE, NATIONAL
TECHNICAL INFORMATION SERVICE, SPRINGFIELD, VIRGINIA 22151
(\$3.00 PAPERBACK; \$0.95 MICROFILM)

ACCESSION NUMBER: ED072164

PUBLICATION DATE: FEB 73

TITLE: MEETING INSTRUCTIONAL NEEDS OF CHICANO STUDENTS.
NCRIEED NEWSLETTER, VOLUME 3, NUMBER 3, FEBRUARY 1972.

PERSONAL AUTHOR: BALLESTEROS, DAVID

DESCRIPTOR: ADMISSION (SCHOOL); ADMISSION CRITERIA; BIAS;
BILINGUAL EDUCATION; *EDUCATIONAL DIAGNOSIS; *EDUCATIONAL
NEEDS; *EDUCATIONAL OPPORTUNITIES; EDUCATIONAL PLANNING;
ELEMENTARY EDUCATION; HIGHER EDUCATION; *MEXICAN AMERICANS;
PRESCHOOL EDUCATION; SECONDARY EDUCATION; *SPANISH SPEAKING;
STUDENT PLACEMENT

DESCRIPTIVE NOTE: 10P.

THE BLACK AND BROWN MINORITIES WHICH CONSTITUTE ABOUT 16 PERCENT OF THE TOTAL U.S. POPULATION TODAY ARE DEMANDING EQUAL OPPORTUNITIES AND QUALITY EDUCATION. THE FACT THAT MORE AND MORE OF THESE STUDENTS ARE ATTENDING HIGH SCHOOLS AND COLLEGES WILL ACCELERATE THESE DEMANDS. THE DEMANDS ARE NOT ONLY TO REINFORCE THEIR OWN ETHNIC HERITAGE, BUT ALSO TO EDUCATE THE DOMINANT MAJORITY IN THE REALITIES OF A TRUE HISTORY; THAT IS, THROUGH ECONOMIC DEVELOPMENT AND LAND EXPANSION, THE UNITED STATES INHERITED A DIVERSE CITIZENRY WHOSE POTENTIALS AND CONTRIBUTIONS STILL REQUIRE RECOGNITION. ALL INSTITUTIONS, PARTICULARLY INSTITUTIONS OF HIGHER EDUCATION, CAN EITHER RE-EXAMINE TRADITIONAL WHITE ELITIST BELIEFS AND CREATE REAL AND EQUAL OPPORTUNITY, OR RISK THAT VIOLENCE WHICH INCREASINGLY HAS BECOME THE DOMINANT INSTRUMENT OF SOCIAL CHANGE. IN MEETING THE INSTRUCTIONAL NEEDS OF CHICANOS, BOTH IN THE PUBLIC SCHOOLS AND INSTITUTIONS OF HIGHER LEARNING, STANDARDS MUST BE REASSESSED REGARDING ACHIEVEMENT AND IQ TEST, ADMISSION AND ACADEMIC REQUIREMENTS, AND TEACHING COMPETENCIES FOR BOTH PRE- AND IN-SERVICE TEACHERS. WHAT IS NEEDED IS NOT FEWER STANDARDS BUT BETTER STANDARDS. TEACHERS--PARTICULARLY CULTURALLY DEFICIENT TEACHERS--NEED TRAINING TO WORK WITH LINGUISTICALLY AND CULTURALLY DISTINCT STUDENTS. (AUTHOR/JM)

ACCESSION NUMBER: ED072676

PUBLICATION DATE: 72

TITLE: COMPTON BILINGUAL PLAN REVIEW REPORT 1971-72.

PERSONAL AUTHOR: GOODMAN, FRANK M.

DESCRIPTOR: *ANNUAL REPORTS; BICULTURALISM; *BILINGUAL
EDUCATION; BILINGUAL TEACHERS; *COMMUNITY INVOLVEMENT;
CURRICULUM GUIDES; ENGLISH; MEXICAN AMERICANS; *PROGRAM
DESCRIPTIONS; *PROGRAM EVALUATION; PROGRAM PLANNING;
SPANISH; TEACHER EDUCATION

IDENTIFIER: *COMPTON BILINGUAL PLAN

DESCRIPTIVE NOTE: 40P.

THIS REPORT REVIEWS THE COMPTON BILINGUAL PLAN DURING ITS THIRD YEAR OF OPERATION AT THOMAS JEFFERSON HIGH SCHOOL IN SOUTH CENTRAL LOS ANGELES. AFTER A BRIEF INTRODUCTION GIVING BACKGROUND ON THE PROGRAM, THE SECOND SECTION DESCRIBES IN SOME DETAIL MAJOR ACTIVITY OF 1971-72. THIS SECTION INCLUDES A NARRATIVE REPORT, A DESCRIPTION OF PROJECT PERSONNEL AND DUTIES, AND INFORMATION ON COMMUNITY INVOLVEMENT. IT ALSO DISCUSSES NEW VOCABULARY DEVELOPED BY THE PROJECT FOR LEXICAL REFERENCES, SERVICES GIVEN UNDER ESEA TITLE VII, AND INSERVICE TRAINING FOR TEACHERS. A DESCRIPTION OF PROCEDURES FOR BILINGUAL-BICULTURAL CURRICULUM AND MATERIALS FORMS THE ENTIRE THIRD SECTION. CONCERNING THE FOURTH YEAR OF OPERATION, SECTION FOUR PRESENTS A PLAN FOR OVERALL PROGRAM MANAGEMENT, AND SECTION FIVE, AN EVALUATION SUBMITTED BY A CONSULTANT TO THE PROJECT. (SK)

ACCESSION NUMBER: ED072693

PUBLICATION DATE: 72

TITLE: SPANISH ALPHABET BOOK 1: SPANISH PHONETIC READING PROGRAM.

PERSONAL AUTHOR: POPE, FRANCIS H.; MEDINA, EDWARD

DESCRIPTOR: *BEGINNING READING; *BILINGUAL EDUCATION;
ELEMENTARY SCHOOL STUDENTS; INSTRUCTIONAL MATERIALS;
MANUALS; *PHONETICS; READING DEVELOPMENT; READING PROGRAMS;
*SPANISH; *SPANISH SPEAKING

DESCRIPTIVE NOTE: 32P.

THIS MANUAL PRESENTS A SPANISH PHONETIC READING PROGRAM BASED UPON PICTURES WHICH PROVIDE CLUES TO EACH FUNDAMENTAL SPEECH SOUND IN THE LANGUAGE. PUPILS ARE THUS ABLE, THROUGH AUDITORY AND VISUAL DISCRIMINATION EXERCISES, TO MATCH A SPANISH SPEECH SOUND WITH ITS PROPER ALPHABET SYMBOL. FOR RELATED DOCUMENTS, SEE FL 003 749, FL 003 750, AND FL 003 751. (AUTHOR/SK)

AVAILABILITY: RESEARCH PRESS COMPANY, P. O. BOX 3177 CFS, CHAMPAIGN, ILL. 61820 (1.80)

ACCESSION NUMBER: ED072698

PUBLICATION DATE: 28 JUN 71

TITLE: CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION
PROGRAMS: BILINGUAL INSTRUCTION FOR SPANISH SPEAKING PUPILS.

PERSONAL AUTHOR: GLICK, TOBY; GONZALEZ, CASTOR

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; COGNITIVE
DEVELOPMENT; *CONTENT ANALYSIS; CURRICULUM DESIGN;
*EDUCATIONAL FINANCE; ELEMENTARY GRADES; ENGLISH; HIGH
SCHOOL STUDENTS; JUNIOR HIGH SCHOOL STUDENTS; KINDERGARTEN
CHILDREN; LEARNING THEORIES; *MEXICAN AMERICANS; PRESCHOOL
CHILDREN; PROGRAM COSTS; *PROGRAM EVALUATION; SELF ESTEEM;
SOCIOLINGUISTICS; SPANISH; STUDENT GROUPING; TUTORING

IDENTIFIER: CALIFORNIA; MARYSVILLE JOINT UNIFIED SCHOOL
DISTRICT; *PROJECT BEST

DESCRIPTIVE NOTE: 39P.

THIS CONTENT ANALYSIS SCHEDULE FOR THE BILINGUAL PROGRAM OF
THE MARYSVILLE (CALIFORNIA) JOINT UNIFIED SCHOOL DISTRICT
PRESENTS INFORMATION ON THE HISTORY, FUNDING, AND SCOPE OF
THE PROJECT. INCLUDED ARE SOCIOLINGUISTIC PROCESS VARIABLES
SUCH AS THE NATIVE AND DOMINANT LANGUAGES OF STUDENTS AND
THEIR INTERACTION. INFORMATION IS PROVIDED ON STAFF
SELECTION AND THE LINGUISTIC BACKGROUND OF PROJECT TEACHERS.
AN ASSESSMENT IS MADE OF THE DURATION AND EXTENT OF THE
BILINGUAL COMPONENT, AND THE METHODS OF SECOND LANGUAGE
TEACHING IN GENERAL. INCLUDED IS AN ANALYSIS OF MATERIALS,
STUDENT GROUPING, TUTORING, CURRICULUM PATTERNS, AND
COGNITIVE DEVELOPMENT. THE REPORT ALSO DISCUSSES
SELF-ESTEEM, LEARNING STRATEGIES, THE BICULTURAL AND
COMMUNITY COMPONENTS, AND MEANS OF EVALUATION. ATTACHED ARE
THE FOLLOWING MATERIALS: A QUESTIONNAIRE ON THE ATTITUDE OF
PARENTS TOWARD BILINGUAL EDUCATION, A REPORT ON HOME VISITS
WITHIN THE PROGRAM, AND A DESCRIPTION OF THE COURSE,
"TEACHING THE BILINGUAL CHILD." (SK)

ACCESSION NUMBER: EDC72701

PUBLICATION DATE: 30 JUN 71

TITLE: CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS: CATCH-UP.

PERSONAL AUTHOR: EHRLICH, ROSELIN S.; SHORE, MARIETTA SARAVIA

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; COGNITIVE DEVELOPMENT; *CONTENT ANALYSIS; CURRICULUM DESIGN; EDUCATIONAL FINANCE; ELEMENTARY GRADES; *ENGLISH; LEARNING THEORIES; *MEXICAN AMERICANS; PRESCHOOL CHILDREN; PROGRAM COSTS; PROGRAM EVALUATION; SELF ESTEEM; SOCIOLINGUISTICS; *SPANISH; STUDENT GROUPING; TUTORING

IDENTIFIER: *PROJECT REST; TEXAS; ZAPATA COUNTY INDEPENDENT SCHOOL DISTRICT

DESCRIPTIVE NOTE: 23P.

THIS CONTENT ANALYSIS SCHEDULE FOR PROJECT CATCH-UP IN ZAPATA, TEXAS, PRESENTS INFORMATION ON THE HISTORY, FUNDING, AND SCOPE OF THE PROJECT. INCLUDED ARE SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND DOMINANT LANGUAGES OF STUDENTS AND THEIR INTERACTION. INFORMATION IS PROVIDED ON STAFF SELECTION AND THE LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT IS MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT, AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL. INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING, TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT. THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES, THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF EVALUATION. (SK)

ACCESSION NUMBER: ED072703

PUBLICATION DATE: 26 APR 71

TITLE: CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION
PROGRAMS: PILOT BILINGUAL PROGRAM GRADES 1-2-3.

PERSONAL AUTHOR: MACKELDUFF, ELEANOR; GLICK, TOBY

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; COGNITIVE
DEVELOPMENT; *CONTENT ANALYSIS; CURRICULUM DESIGN;
*EDUCATIONAL FINANCE; ELEMENTARY GRADES; *ENGLISH; LEARNING
THEORIES; MEXICAN AMERICANS; PARENTAL BACKGROUND; PARENT
ATTITUDES; PRESCHOOL CHILDREN; PROGRAM COSTS; PROGRAM
EVALUATION; SELF ESTEEM; SOCIOLINGUISTICS; *SPANISH; STUDENT
GROUPING; TUTORING

IDENTIFIER: CALIFORNIA; *PROJECT BEST; REDWOOD CITY SCHOOL
DISTRICT

DESCRIPTIVE NOTE: 54P.

THIS CONTENT ANALYSIS SCHEDULE FOR THE PILOT BILINGUAL
PROGRAM OF REDWOOD CITY, CALIFORNIA PRESENTS INFORMATION ON
THE HISTORY, FUNDING, AND SCOPE OF THE PROJECT. INCLUDED ARE
SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND
DOMINANT LANGUAGES OF STUDENTS AND THEIR INTERACTION.
INFORMATION IS PROVIDED ON STAFF SELECTION AND THE
LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT IS
MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT,
AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL.
INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING,
TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT.
THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES,
THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF
EVALUATION. INCLUDED ARE VARIOUS QUESTIONNAIRES SUPPLYING
INFORMATION ON THE BACKGROUND AND ATTITUDES OF PARENTS
INVOLVED IN THE PROJECT, AND A MODIFICATION OF THE LONG
RANGE OBJECTIVES AS A RESULT OF THE FIRST YEAR'S OPERATION.
(SK)

ACCESSION NUMBER: FD072704

PUBLICATION DATE: 72

TITLE: CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION
PROGRAMS: CHEROKEE BILINGUAL EDUCATION PROGRAM.

PERSONAL AUTHOR: HESS, RICHARD T.

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; AMERICAN INDIANS;
*BICULTURALISM; *BILINGUAL EDUCATION; COGNITIVE DEVELOPMENT;
*CONTENT ANALYSIS; CURRICULUM DESIGN; EDUCATIONAL FINANCE;
ELEMENTARY GRADES; *ENGLISH; INSTRUCTIONAL MATERIALS;
LEARNING THEORIES; PRESCHOOL CHILDREN; PROGRAM COSTS;
PROGRAM EVALUATION; SELF ESTEEM; SOCIOLOGICALS; STUDENT
GROUPING; TEACHER EDUCATION; TUTORING

IDENTIFIER: CHEROKEE BILINGUAL EDUCATION PROGRAM; OKLAHOMA;
*PROJECT BEST; TAHLEQUAH

DESCRIPTIVE NOTE: 43P.

THIS CONTENT ANALYSIS SCHEDULE FOR THE CHEROKEE BILINGUAL
EDUCATION PROGRAM IN TAHLEQUAH, OKLAHOMA, PRESENTS
INFORMATION ON THE HISTORY, FUNDING, AND SCOPE OF THE
PROJECT. INCLUDED ARE SOCIOLOGICAL PROCESS VARIABLES SUCH
AS THE NATIVE AND DOMINANT LANGUAGES OF STUDENTS AND THEIR
INTERACTION. INFORMATION IS PROVIDED ON STAFF SELECTION AND
THE LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT
IS MADE OF THE DURATION AND EXTENT OF THE BILINGUAL
COMPONENT, AND THE METHODS OF SECOND LANGUAGE TEACHING IN
GENERAL. INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT
GROUPING, TUTORING, CURRICULUM PATTERNS, AND COGNITIVE
DEVELOPMENT. THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING
STRATEGIES, THE BICULTURAL AND COMMUNITY COMPONENTS, AND
MEANS OF EVALUATION. ATTACHED ARE THE FOLLOWING ITEMS: A
DESCRIPTION OF THE FOUR-YEAR COURSE OF STUDY FOR THE
CHEROKEE BILINGUAL TEACHER TRAINING PROGRAM, A LIST OF
MATERIALS, AND A SUMMARY OF THE EVALUATION. (SK)

ACCESSION NUMBER: ED072706

PUBLICATION DATE: AUG 72

TITLE: TYPES OF BILINGUALISM AND PERFORMANCE OF NAVAHO CHILDREN IN SCHOOL, PHASE II. FINAL REPORT.

PERSONAL AUTHOR: STAFFORD, KENNETH R.

DESCRIPTOR: ACHIEVEMENT TESTS; AMERICAN INDIAN LANGUAGES; *BILINGUALISM; COGNITIVE ABILITY; CURRICULUM DEVELOPMENT; *ENGLISH; ENGLISH INSTRUCTION; INTELLIGENCE DIFFERENCES; INTELLIGENCE TESTS; *LANGUAGE PROFICIENCY; LANGUAGE SKILLS; LEARNING PROCESSES; *MONOLINGUALISM; *NAVAHO; PREDICTOR VARIABLES; RESEARCH; SECOND LANGUAGE LEARNING

DESCRIPTIVE NOTE: 24P.

THIS STUDY IS ONE OF A SERIES ON COGNITIVE BEHAVIOR RELATED TO LINGUAL TYPES AMONG NAVAHO CHILDREN. THE PRESENT WORK HAS AIMED AT GAINING ADDITIONAL DESCRIPTIVE DATA REGARDING THE EFFECTS OF LINGUAL TYPES (COMPOUND BILINGUALS, ENGLISH-SPEAKING MONOLINGUALS, AND NAVAHO-SPEAKING MONOLINGUALS) ON SCHOOL ACHIEVEMENT AS MEASURED BY THE METROPOLITAN ACHIEVEMENT TESTS. ADDITIONALLY, INFORMATION WAS GAINED ABOUT (1) IQ SCORE DISCREPANCIES RESULTING FROM THE USE OF DIFFERENT TYPES OF TESTS, (2) THE BEST PREDICTORS OF SCHOOL SUCCESS, AND (3) THE EFFECTS OF EARLY ENGLISH INSTRUCTION. THE FOLLOWING RECOMMENDATIONS WERE MADE: (1) SUITABLE, SPECIFIC INSTRUCTION IN ENGLISH SHOULD BE PROVIDED NAVAHO CHILDREN UNFAMILIAR WITH THE ENGLISH LANGUAGE AND CULTURE PRELIMINARY TO OTHER SCHOOL INSTRUCTION; (2) IN EVALUATING INTELLIGENCE AND LEARNING ABILITY OF THESE CHILDREN, MEASURES SHOULD BE USED WHICH MOTIVATE AND ACCURATELY REFLECT ABILITY OR POTENTIAL ACHIEVEMENT; AND (3) A CURRICULUM FOR THE EARLY SCHOOL YEARS SHOULD BE DEVELOPED WHICH INCORPORATES THE NAVAHO CULTURE AND HERITAGE AND INVOLVES WIDE USE OF NAVAHO TEACHERS. THE STUDY INCLUDES SOME 14 TABLES FOR THE PRESENTATION OF STATISTICAL DATA AND A LIST OF REFERENCES. FOR REPORT OF PHASE I, SEE ED 044 702. (AUTHOR/SK)

ACCESSION NUMBER: ED072708

PUBLICATION DATE: 11 FEB 72

TITLE: CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION
PROGRAMS: BICEP INTERCAMBIO DE LA CULTURA.

PERSONAL AUTHOR: SHORE, MARIETTA SARAVIA; NAFUS, CHARLES

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; COGNITIVE
DEVELOPMENT; *CONTENT ANALYSIS; CURRICULUM DESIGN;
EDUCATIONAL FINANCE; ELEMENTARY GRADES; *ENGLISH; LEARNING
THEORIES; *MEXICAN AMERICANS; PRESCHOOL CHILDREN; PROGRAM
COSTS; PROGRAM EVALUATION; SELF ESTEEM; SOCIOLINGUISTICS;
*SPANISH; STUDENT GROUPING; TUTORING

IDENTIFIER: CALIFORNIA; *PROJECT BEST; SAN BERNARDINO

DESCRIPTIVE NOTE: 54P.

THIS CONTENT ANALYSIS SCHEDULE FOR BICEP INTERCAMBIO DE LA CULTURA (SAN BERNARDINO, CALIFORNIA), PRESENTS INFORMATION ON THE HISTORY, FUNDING, AND SCOPE OF THE PROJECT. INCLUDED ARE SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND DOMINANT LANGUAGES OF STUDENTS AND THEIR INTERACTION. INFORMATION IS PROVIDED ON STAFF SELECTION AND THE LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT IS MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT, AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL. INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING, TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT. THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES, THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF EVALUATION. ATTACHED IS ADDITIONAL INFORMATION ON LEARNING STRATEGIES, LANGUAGE DEVELOPMENT, AND MATERIALS ACQUISITION. (SK)

ACCESSION NUMBER: ED072709

PUBLICATION DATE: FEB 72

TITLE: CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION
PROGRAMS: BILINGUALISM FOR CONCEPTUALIZATION OF LEARNING.

PERSONAL AUTHOR: EHRLICH, ALAN; SHORE, MARIETTA SARAVIA

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; COGNITIVE
DEVELOPMENT; *CONTENT ANALYSIS; CURRICULUM DESIGN;
EDUCATIONAL FINANCE; ELEMENTARY GRADES; ENGLISH;
KINDERGARTEN CHILDREN; LEARNING THEORIES; *MEXICAN
AMERICANS; *PROGRAM COSTS; *PROGRAM EVALUATION; SELF ESTEEM;
SOCIOLINGUISTICS; SPANISH; STUDENT GROUPING; TUTORING

IDENTIFIER: LAREDO; *PROJECT BEST; TEXAS

DESCRIPTIVE NOTE: 30P.

THIS CONTENT ANALYSIS SCHEDULE FOR THE BILINGUAL PROGRAM OF LAREDO, TEXAS, PRESENTS INFORMATION ON THE HISTORY, FUNDING, AND SCOPE OF THE PROJECT. INCLUDED ARE SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND DOMINANT LANGUAGES OF STUDENTS AND THEIR INTERACTION. INFORMATION IS PROVIDED ON STAFF SELECTION AND THE LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT IS MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT, AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL. INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING, TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT. THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES, THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF EVALUATION. (SK)

ACCESSION NUMBER: FD072710

PUBLICATION DATE: 15 NOV 71

TITLE: CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION
PROGRAMS: PROGRAMA EN DOS LENGUAS.

PERSONAL AUTHOR: LUDANYI, R. P.; SHORE, MARIETTA SARAVIA

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; COGNITIVE
DEVELOPMENT; *CONTENT ANALYSIS; CURRICULUM DESIGN;
*EDUCATIONAL FINANCE; ELEMENTARY GRADES; ENGLISH;
KINDERGARTEN CHILDREN; LEARNING THEORIES; *MEXICAN
AMERICANS; PRESCHOOL CHILDREN; PROGRAM COSTS; *PROGRAM
EVALUATION; SELF ESTEEM; SOCIOLINGUISTICS; SPANISH; STUDENT
GROUPING; TUTORING

IDENTIFIER: FORT WORTH; *PROJECT BEST

DESCRIPTIVE NOTE: 49P.

THIS CONTENT ANALYSIS SCHEDULE FOR THE "PROGRAMA EN DOS LENGUAS" OF FORT WORTH, TEXAS, PRESENTS INFORMATION ON THE HISTORY, FUNDING, AND SCOPE OF THE PROJECT. INCLUDED ARE SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND DOMINANT LANGUAGES OF STUDENTS AND THEIR INTERACTION. INFORMATION IS PROVIDED ON STAFF SELECTION AND THE LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT IS MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT, AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL. INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING, TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT. THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES, THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF EVALUATION. INCLUDED IS A REPORT ON STAFF DEVELOPMENT AND SUGGESTIONS FOR STRENGTHENING THE PROGRAM. INFORMATION ON STAFF PATTERNS AND PERFORMANCE OBJECTIVES IS ALSO INCLUDED.
(SK)

ACCESSION NUMBER: ED072711

PUBLICATION DATE: 20 MAY 72

TITLE: CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION
PROGRAMS: ESPANOLA BILINGUAL EDUCATION PROGRAM.

PERSONAL AUTHOR: HESS, RICHARD T.; SHORE, MARIETTA SARAVIA

DESCRIPTOR: *BICULTURALISM; *BILINGUAL EDUCATION; COGNITIVE
DEVELOPMENT; *CONTENT ANALYSIS; CURRICULUM DESIGN;
EDUCATIONAL FINANCE; ELEMENTARY GRADES; ENGLISH; LEARNING
THEORIES; *MEXICAN AMERICANS; PROGRAM COSTS; *PROGRAM
EVALUATION; SELF ESTEEM; SOCIOLINGUISTICS; SPANISH; STUDENT
GROUPING; TUTORING

IDENTIFIER: ESPANOLA; ESPANOLA MUNICIPAL SCHOOLS; NEW
MEXICO; *PROJECT BEST

DESCRIPTIVE NOTE: 51P.

THIS CONTENT ANALYSIS SCHEDULE FOR THE BILINGUAL EDUCATION
PROGRAM OF ESPANOLA, NEW MEXICO, PRESENTS INFORMATION ON THE
HISTORY, FUNDING, AND SCOPE OF THE PROJECT. INCLUDED ARE
SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND
DOMINANT LANGUAGES OF STUDENTS AND THEIR INTERACTION.
INFORMATION IS PROVIDED ON STAFF SELECTION AND THE
LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT IS
MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT,
AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL.
INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING,
TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT.
THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES,
THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF
EVALUATION. ATTACHED TO THE SCHEDULE ARE PLANS FOR THE
SECOND YEAR OF OPERATION, A REPORT ON PRE-SERVICE AND
IN-SERVICE FOR BILINGUAL EDUCATION TEACHERS AND
ADMINISTRATION STAFF DURING 1970-71, AND PERFORMANCE
OBJECTIVES. ALSO INCLUDED IS INFORMATION ON COMMUNITY
INVOLVEMENT. (SK)

ACCESSION NUMBER: ED072712

PUBLICATION DATE: 24 JUN 72

TITLE: CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION
PROGRAMS: BRENTWOOD BILINGUAL EDUCATION PROJECT.

PERSONAL AUTHOR: MACKELDUFF, ELEANOR; AND OTHERS

DESCRIPTOR: *BICULTURALISM; *BILINGUAL EDUCATION; COGNITIVE
DEVELOPMENT; *CONTENT ANALYSIS; CURRICULUM DESIGN;
*EDUCATIONAL FINANCE; ELEMENTARY GRADES; ENGLISH; JUNIOR
HIGH SCHOOL STUDENTS; LEARNING THEORIES; *MEXICAN AMERICANS;
PROGRAM COSTS; PROGRAM EVALUATION; SELF ESTEEM;
SOCIOLINGUISTICS; SPANISH; STUDENT GROUPING; TUTORING

IDENTIFIER: BRENTWOOD UNION SCHOOL DISTRICT; CALIFORNIA;
*PROJECT BEST

DESCRIPTIVE NOTE: 42P.

THIS CONTENT ANALYSIS SCHEDULE FOR THE BRENTWOOD BILINGUAL
EDUCATION PROJECT OF BRENTWOOD, CALIFORNIA, PRESENTS
INFORMATION ON THE HISTORY, FUNDING, AND SCOPE OF THE
PROJECT. INCLUDED ARE SOCIOLINGUISTIC PROCESS VARIABLES SUCH
AS THE NATIVE AND DOMINANT LANGUAGES OF STUDENTS AND THEIR
INTERACTION. INFORMATION IS PROVIDED ON STAFF SELECTION AND
THE LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT
IS MADE OF THE DURATION AND EXTENT OF THE BILINGUAL
COMPONENT, AND THE METHODS OF SECOND LANGUAGE TEACHING IN
GENERAL. INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT
GROUPING, TUTORING, CURRICULUM PATTERNS, AND COGNITIVE
DEVELOPMENT. THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING
STRATEGIES, THE BICULTURAL AND COMMUNITY COMPONENTS, AND
MEANS OF EVALUATION. ATTACHED TO THE REPORT ARE A
DESCRIPTION OF THE PROJECT AREA, A STATEMENT OF NEED, A LIST
OF OBJECTIVES, AND A REPORT ON THE PARENTAL/COMMUNITY
INVOLVEMENT. (SK)

ACCESSION NUMBER: ED072714

PUBLICATION DATE: 29 JUN 71

TITLE: CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION
PROGRAMS: HABLA-HELPING ADVANCE BILINGUAL LEARNING IN
ABERNATHY.

PERSONAL AUTHOR: HESS, RICHARD T.; SHORE, MARIETTA SARAVIA

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; COGNITIVE
DEVELOPMENT; *CONTENT ANALYSIS; CURRICULUM DESIGN;
*EDUCATIONAL FINANCE; ELEMENTARY GRADES; ENGLISH;
KINDERGARTEN CHILDREN; LEARNING THEORIES; *MEXICAN
AMERICANS; PRESCHOOL CHILDREN; PROGRAM COSTS; PROGRAM
EVALUATION; SELF ESTEEM; SOCIOLINGUISTICS; *SPANISH; STUDENT
GROUPING; TUTORING

IDENTIFIER: ABERNATHY INDEPENDENT SCHOOL DISTRICT; *PROJECT
BEST; TEXAS

DESCRIPTIVE NOTE: 49P.

THIS CONTENT ANALYSIS SCHEDULE FOR HABLA-HELPING ADVANCE
BILINGUAL LEARNING IN ABERNATHY, TEXAS, PRESENTS INFORMATION
ON THE HISTORY, FUNDING, AND SCOPE OF THE PROJECT. INCLUDED
ARE SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND
DOMINANT LANGUAGES OF STUDENTS AND THEIR INTERACTION.
INFORMATION IS PROVIDED ON STAFF SELECTION AND THE
LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT IS
MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT,
AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL.
INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING,
TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT.
THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES,
THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF
EVALUATION. ATTACHED TO THE REPORT ARE AN OUTLINE OF THE
BILINGUAL EDUCATION PROGRAM FOR 1971-72 AND ADDITIONAL
INFORMATION ON COGNITIVE DEVELOPMENT. (SK)

ACCESSION NUMBER: ED072716

PUBLICATION DATE: JUN 72

TITLE: CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION
PROGRAMS: SANTA BARBARA COUNTY BILINGUAL PROJECT.

PERSONAL AUTHOR: HESS, RICHARD T.

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; COGNITIVE
DEVELOPMENT; *CONTENT ANALYSIS; CURRICULUM DESIGN;
EDUCATIONAL FINANCE; ELEMENTARY GRADES; *ENGLISH;
KINDERGARTEN CHILDREN; LEARNING THEORIES; *MEXICAN
AMERICANS; PROGRAM COSTS; PROGRAM EVALUATION; SELF ESTEEM;
SOCIOLINGUISTICS; *SPANISH; STUDENT GROUPING; TUTORING

IDENTIFIER: CALIFORNIA; *PROJECT BEST; SANTA BARBARA

DESCRIPTIVE NOTE: 56P.

THIS CONTENT ANALYSIS SCHEDULE FOR SANTA BARBARA COUNTY
BILINGUAL PROJECT PRESENTS INFORMATION ON THE HISTORY,
FUNDING, AND SCOPE OF THE PROJECT. INCLUDED ARE
SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND
DOMINANT LANGUAGES OF STUDENTS AND THEIR INTERACTION.
INFORMATION IS PROVIDED ON STAFF SELECTION AND THE
LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT IS
MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT,
AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL.
INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING,
TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT.
THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES,
THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF
EVALUATION. ATTACHED TO THE REPORT ARE ADDITIONAL
INFORMATION ON THE TRAINING OF THE PROJECT AND SCHOOL
STAFFS; MATERIALS SELECTED FOR USE IN THE INSTRUCTIONAL
PROGRAM; AND THE COMMUNITY, DISTRICT ADVISORY COUNCIL, AND
PARENT PROGRAMS. (SK)

ACCESSION NUMBER: ED072879

PUBLICATION DATE: JAN 73

TITLE: THE TRIANGLE PROGRAM PLANNING PROJECT. FINAL REPORT.

PERSONAL AUTHOR: KAPLAN, JEROME

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; CHILDREN;
CULTURAL DIFFERENCES; CURRICULUM DEVELOPMENT; EDUCATIONAL
STRATEGIES; GUIDELINES; *INDIVIDUALIZED INSTRUCTION;
*MATHEMATICS; MEXICAN AMERICANS; MODELS; *PROGRAM PLANNING;
PUERTO RICANS; *SPANISH SPEAKING

IDENTIFIER: *TRIANGLE PROGRAM

DESCRIPTIVE NOTE: 242P.

A SET OF GUIDELINES FOR IMPLEMENTING AN INDIVIDUALIZED MATHEMATICS PROGRAM TO BE UTILIZED IN A BICULTURAL/BILINGUAL SETTING WERE DEVELOPED. AT FIRST, THE DESIGN TEAM SOUGHT TO DEVELOP AN ALL-PURPOSE MODEL COMPLETE WITH SPECIFICATIONS OF PARTICULAR OBJECTIVES, BUT THE TEAM SOON RECOGNIZED THIS GOAL TO BE UNREALISTIC, SINCE DIFFERENT SCHOOL DISTRICTS AND SCHOOLS WITHIN THE DISTRICTS PROVIDE DIFFERENT MIXES OF BICULTURAL/BILINGUAL NEEDS. AS A RESULT, THE TEAM CAME UP WITH A SPECTRUM OF BILINGUAL EDUCATION PATTERNS LEADING TO VARIOUS POSSIBLE APPROACHES FOR THE IMPLEMENTATION OF AN INDIVIDUALIZED MATHEMATICS PROGRAM. THESE VARIOUS POSSIBLE APPROACHES ARE DESCRIBED IN THIS FINAL REPORT. DISCUSSED IN DETAIL ARE THE 3 KEY PHASES NEEDED IN BUILDING A NEW BILINGUAL/BICULTURAL PROGRAM, INCLUDING (1) THE PLANNING PHASE, (2) THE DEVELOPMENT PHASE, AND (3) THE IMPLEMENTATION PHASE. THIS REPORT ALSO DISCUSSES THE NECESSARY ELEMENTS NEEDED TO IMPLEMENT A MATHEMATICS PROGRAM WITH A MAJOR EMPHASIS ON LOCAL NEEDS AND THE MAJOR SUBSYSTEMS DEALING WITH THE LEARNER, INSTRUCTIONAL, AND SUPPORT COMPONENTS OF THE PROGRAM. THE STEPS FOR UTILIZING THE MODEL ARE HIGHLIGHTED, AND KEY RECOMMENDATIONS ARE GIVEN FOR DETERMINING NEED AND SECURING SUPPORT, ESTABLISHING CURRICULUM DEVELOPMENT CAPABILITY, IMPLEMENTING THE PROGRAM, AND EVALUATING AND REVISING THE PROGRAM DESIGN. (NQ)

ACCESSION NUMBER: ED072900

PUBLICATION DATE: 72

TITLE: THE CHICANO MIGRANT CHILD.

PERSONAL AUTHOR: ALFARO, MANUEL R., JR.; HAWKINS, HOMER C.

DESCRIPTOR: *BILINGUAL EDUCATION; COMMUNITY CHARACTERISTICS; *CULTURAL BACKGROUND; DROPOUT PREVENTION; *EDUCATIONALLY DISADVANTAGED; EDUCATIONAL PROBLEMS; ENGLISH (SECOND LANGUAGE); LANGUAGE HANDICAPS; LIVING STANDARDS; *MEXICAN AMERICANS; *MIGRANT CHILD EDUCATION; PRIMARY GRADES; SPANISH SPEAKING

DESCRIPTIVE NOTE: 11P.

THE PAPER DEALS WITH THE CULTURE AND BACKGROUND OF THE CHICANO MIGRANT CHILD AND WITH HIS FRUSTRATIONS AND CONFLICTS IN ENCOUNTERING THE ANGLO CULTURE AS REPRESENTED BY THE SCHOOL. IT IS POINTED OUT THAT THE CHICANO MIGRANT CHILD, WHOSE HOME BASE IS IN THE RIO GRANDE VALLEY, LIVES IN EITHER A BARRIO OR, IN SUMMER, A MIGRANT CAMP AND HAS LITTLE CONTACT WITH THE ANGLO CULTURE UNTIL HE ENTERS SCHOOL; THAT THE ONLY CONTACTS HIS PARENTS HAVE WITH THE ANGLO COMMUNITY ARE WITH THE FARMER, GROCER, GAS STATION ATTENDANT, AND CLERGYMAN; THAT UPON ENTERING SCHOOL, THE MIGRANT CHILD FINDS HIMSELF IN AN EDUCATIONAL ENVIRONMENT WHICH IS TOTALLY FOREIGN TO HIM; AND THAT AFTER BEING UNABLE TO LEARN BECAUSE OF HIS INABILITY TO UNDERSTAND ENGLISH, THE CHICANO MIGRANT CHILD USUALLY DOES NOT RETURN TO SCHOOL. SUGGESTIONS TO CORRECT THE PROBLEM AND TO PROVIDE THE CHILD WITH AN EQUAL LEARNING OPPORTUNITY INCLUDE (1) THAT TEACHERS OF SPANISH-SPEAKING CHILDREN MUST UNDERSTAND THE MIGRANT CHILD, HIS CULTURE, AND HIS PROBLEMS; (2) THAT ENGLISH MUST BE TAUGHT AS A SECOND LANGUAGE; (3) THAT UNTIL THE CHILD SPEAKS ENGLISH, HE SHOULD BE TAUGHT IN SPANISH; AND (4) THAT THE TEACHER MUST SHOW THE CHILD THAT SOMEONE CARES AND WANTS HIM TO LEARN, THUS ENGENDERING IN THE CHILD A DESIRE TO LEARN.

NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (FF)

ACCESSION NUMBER: ED073726

PUBLICATION DATE: DEC 72

TITLE: MATERIALES EN MARCHA PARA EL ESFUERZO
BILINGUE--BICULTURAL (MATERIALS ON THE MARCH FOR THE
PROMOTION OF BILINGUALISM/BICULTURALISM), DECEMBER 1972.

DESCRIPTOR: *BICULTURALISM; *BILINGUALISM; *CULTURAL
AWARENESS; ENGLISH (SECOND LANGUAGE); GEOGRAPHY INSTRUCTION;
MEXICAN AMERICANS; *MINORITY GROUPS; *NEWSLETTERS; POLITICAL
POWER; PORTUGUESE; SECOND LANGUAGES; SPANISH; SPANISH
SPEAKING

DESCRIPTIVE NOTE: 24P.

THIS NEWSLETTER SEEKS TO PROMOTE THE CONCEPT OF
BILINGUAL-CULTURAL EDUCATION. AMONG ITS ARTICLES ARE
"POLITICAL POWER AND BILINGUALISM," "SATURDAY FUN FOR JOAO
AND MARIA," "STUDENT SELECTED GEOGRAPHY TEXTS," AND "TO
BECOME AWARE OF ONE'S REALITY." INCLUDED IS A LIST OF
DISTRIBUTORS OF EDUCATIONAL MATERIALS IN SPANISH AND
PORTUGUESE. SOME OF THE ARTICLES APPEAR BOTH IN SPANISH AND
ENGLISH. (SK)

ACCESSION NUMBER: ED073831

PUBLICATION DATE: APR 72

TITLE: ASSESSING BILINGUAL LANGUAGE ABILITY IN THE
MEXICAN-AMERICAN PRESCHOOL CHILD.

PERSONAL AUTHOR: STEINER, VIOLETTE G.; ZIMMERMAN, IRLA LEE

DESCRIPTOR: *BILINGUAL EDUCATION; BILINGUAL STUDENTS;
LANGUAGE ABILITY; LANGUAGE DEVELOPMENT; *LANGUAGE
PROFICIENCY; *MEXICAN AMERICANS; *PRESCHOOL CHILDREN;
PRESCHOOL EDUCATION; *PRESCHOOL PROGRAMS; TECHNICAL REPORTS

IDENTIFIER: PRESCHOOL LANGUAGE SCALE

DESCRIPTIVE NOTE: 6P.; PAPER PRESENTED AT THE ANNUAL
CONVENTION OF THE WESTERN PSYCHOLOGICAL ASSOCIATION
(PORTLAND, OREGON, APRIL 26-29, 1972)

THE CURRENT EMPHASIS ON "TEACHING IN THE LANGUAGE OF THE
CHILD" HAS LED TO A DEMAND FOR BILINGUAL PROGRAMS IN
MEXICAN-AMERICAN COMMUNITIES. NINETY PRESCHOOL CHILDREN,
ASSUMED TO BE SPANISH SPEAKING, WERE REFERRED TO A SUMMER
PROGRAM FOR AMELIORATION OF ENGLISH LANGUAGE DEFICIENCY.
SPANISH AND ENGLISH VERSIONS OF THE PRESCHOOL LANGUAGE SCALE
WERE ADMINISTERED TO DETERMINE LANGUAGE DOMINANCE,
DEVELOPMENTAL STATUS, AND AREAS OF DEFICIENCY. RESULTS
INDICATE THAT PRIME CONSIDERATION SHOULD BE GIVEN TO THE
ASSESSMENT OF THE PRESCHOOL CHILD'S LANGUAGE STATUS BEFORE
ASSUMING COMPETENCY OR DOMINANCE IN ANY LANGUAGE OR DECIDING
TO ESTABLISH A BILINGUAL PROGRAM. NOT AVAILABLE IN HARD
COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT.
(AUTHOR)

ACCESSION NUMBER: ED073866

PUBLICATION DATE: 71

TITLE: EQUAL EDUCATIONAL OPPORTUNITIES FOR THE
SPANISH-SPEAKING CHILD. BILINGUAL AND BICULTURAL EDUCATIONAL
PROGRAMS.

DESCRIPTOR: *BILINGUAL EDUCATION; COMMUNITY INVOLVEMENT;
COMPREHENSIVE DISTRICTS; EDUCATIONALLY DISADVANTAGED;
ENGLISH (SECOND LANGUAGE); *EQUAL EDUCATION; *FEDERAL
PROGRAMS; GOVERNMENT PUBLICATIONS; *MINORITY GROUP CHILDREN;
PAMPHLETS; *SPANISH SPEAKING

IDENTIFIER: ELEMENTARY AND SECONDARY EDUCATION ACT TITLE I;
*ELEMENTARY AND SECONDARY EDUCATION ACT TITLE VII

DESCRIPTIVE NOTE: 20P.

THE PURPOSE OF THIS BOOKLET IS TO PROVIDE A BRIEF AND
CONCISE OUTLINE OF THOSE FEDERAL EDUCATION PROGRAMS WHICH
ARE OF MOST INTEREST TO THE SPANISH-SPEAKING COMMUNITY. THE
PROGRAMS DESCRIBED ARE THOSE FUNDED UNDER TITLE I AND TITLE
VII OF THE ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) OF
1965. A DESCRIPTION OF TITLE VII, HOW IT WORKS, WHO
PARTICIPATES IN ITS PROGRAMS, AND HOW A COMPREHENSIVE TITLE
VII PROGRAM CAN BE INSTITUTED IN AN INDIVIDUAL SCHOOL
DISTRICT, IS GIVEN. THE BILINGUAL SCHOOL, LET'S BE AMIGOS,
AND THE HOUSTON INDEPENDENT SCHOOL DISTRICT BILINGUAL
EDUCATION PROGRAM ARE EXAMPLES OF PROMISING TITLE VII
PROGRAMS. THE EXPLANATION OF TITLE I OF THE ESEA INCLUDES
DISCUSSIONS CONCERNING THE DIFFERENCE BETWEEN ENGLISH-AS-A
SECOND LANGUAGE UNDER TITLE I AND BILINGUAL EDUCATION UNDER
TITLE VII, TITLE I AND THE SPANISH-SPEAKING CHILD, HOW TITLE
I WORKS, WHO PARTICIPATES, AND QUESTIONS TO BE ASKED OF
LOCAL SCHOOL BOARDS TO ASCERTAIN WHAT EACH DISTRICT IS DOING
WITH TITLE I MONEY TO ASSIST SPANISH-SPEAKING CHILDREN.
OTHER PROGRAMS OFFERING SPECIALIZED HELP--HEAD START; FOLLOW
THROUGH; UPWARD BOUND; TALENT SEARCH; SCHOOL
BREAKFASTS-LUNCHES AND MILK; DROPOUT PREVENTION; SCHOOL
LIBRARY RESOURCES, TEXTBOOKS, AND OTHER INSTRUCTIONAL
MATERIALS; AND SUPPLEMENTARY EDUCATIONAL CENTERS AND
SERVICES--ARE DESCRIBED. (HRC)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT
PRINTING OFFICE, WASHINGTON, D.C. 20402 (\$0.15)

ACCESSION NUMBER: ED073879

PUBLICATION DATE: FEB 73

TITLE: AN ERROR ANALYSIS OF THE SPOKEN ENGLISH OF
MEXICAN-AMERICAN PUPILS IN A BILINGUAL SCHOOL AND A
MONOLINGUAL SCHOOL. RESEARCH AND DEVELOPMENT MEMORANDUM NO.
103.

PERSONAL AUTHOR: POLITZER, ROBERT L.; RAMIREZ, ARNULFO G.

DESCRIPTOR: *BILINGUAL EDUCATION; *ERROR PATTERNS;
*LANGUAGE DEVELOPMENT; *MEXICAN AMERICANS; *MONOLINGUALISM;
MORPHOLOGY (LANGUAGES); ORAL COMMUNICATION; PRIMARY GRADES;
SYNTAX; TABLES (DATA)

DESCRIPTIVE NOTE: 36P.

THE STUDY SOUGHT TO (1) FURNISH DATA TO BE USED IN FURTHER LANGUAGE-ERROR ANALYSES AND STUDIES OF CAUSES OF ERRORS IN LANGUAGE ACQUISITION, (2) PROVIDE SPECIFIC DATA FOR A BASIS IN CONSTRUCTING PEDAGOGICAL MATERIALS AND PROFICIENCY TESTS TO BE USED IN TEACHING ENGLISH TO MEXICAN AMERICAN CHILDREN, AND (3) DETERMINE WHETHER BILINGUAL OR MONOLINGUAL SCHOOLING AFFECTS THE NUMBER AND/OR THE PATTERNING OF ERRORS. THE SAMPLE CONSISTED OF 61 MEXICAN AMERICAN CHILDREN ATTENDING A MONOLINGUAL SCHOOL AND 59 MEXICAN AMERICAN CHILDREN ATTENDING A BILINGUAL SCHOOL. THE CHILDREN WERE SHOWN A SILENT MOVIE AND THEN ASKED TO TELL THE STORY. THEIR ANSWERS WERE RECORDED ON TAPE AND TRANSCRIBED. THE DEVIATIONS FROM STANDARD ENGLISH WERE DESCRIBED AND CATEGORIZED INTO ERRORS IN MORPHOLOGY, SYNTAX, AND VOCABULARY AND COUNTED AS TO THEIR RELATIVE FREQUENCY IN ORDER TO DETERMINE DIFFERENCES DUE TO SUCH INDEPENDENT VARIABLES AS GRADE, SEX, AND TYPE OF SCHOOLING. COMPARISONS OF FREQUENCY WERE BASED ON COMPARISONS MADE AS TO CORRECT USAGE PERCENTAGE WITHIN THE 2 MOST FREQUENT ERROR CATEGORIES AND OVERALL COMPARISONS OF ALL ERROR FREQUENCY MADE AS TO NUMBER OF ERRORS PER NUMBER OF WORDS. MAJOR FINDINGS WERE (1) THAT DEVIATIONS APPARENTLY WERE THE RESULT OF THE EXPECTED SPANISH INTERFERENCE, THE IMPROPER APPLICATION OF STANDARD ENGLISH RULES, AND THE INFLUENCE OF NONSTANDARD ENGLISH DIALECTS AND (2) THAT CHILDREN IN THE BILINGUAL SCHOOL DID NOT DIFFER SIGNIFICANTLY FROM THOSE IN THE MONOLINGUAL SCHOOL WITH RESPECT TO FREQUENCY OF DEVIATIONS FROM STANDARD ENGLISH. (NQ)

ACCESSION NUMBER: ED073885

PUBLICATION DATE: 73

TITLE: THE CROSS-CULTURAL ATTITUDE INVENTORY: A REPORT ON
ITEM ANALYSIS AND STABILITY.

PERSONAL AUTHOR: JACKSON, STEPHAN L.; MCCALLON, EARL

DESCRIPTOR: *ACCULTURATION; *ATTITUDE TESTS; BILINGUAL
EDUCATION; *CROSS CULTURAL STUDIES; GROUP TESTS; *ITEM
ANALYSIS; *MEXICAN AMERICANS; MINORITY GROUP CHILDREN;
STATISTICAL ANALYSIS; TABLES (DATA)

IDENTIFIER: *CROSS CULTURAL ATTITUDE INVENTORY

DESCRIPTIVE NOTE: 14P.; PAPER PRESENTED AT AMERICAN
EDUCATIONAL RESEARCH ASSOCIATION MEETING (NEW ORLEANS,
LOUISIANA, 1973)

THE "CROSS-CULTURAL ATTITUDE INVENTORY" WAS CONSTRUCTED TO MEASURE 1 OF THE OBJECTIVES OF THE BILINGUAL EDUCATION PROJECT OF REGION XIII EDUCATION SERVICE CENTER IN AUSTIN, TEXAS, SERVING CHILDREN AGED 6 TO 10 YEARS. THE EDUCATIONAL OBJECTIVE WHICH NEEDED TO BE MEASURED WAS WHETHER "THE CHILDREN ARE TAUGHT THE HISTORY AND CULTURAL HERITAGE WHICH REFLECT THE VALUE SYSTEMS OF SPEAKERS OF BOTH LANGUAGES." THE ELEMENTARY AND SECONDARY ACT, TITLE VII PROJECT SITES CHOSEN FOR TESTING INCLUDED THE ARTESIA, NEW MEXICO; THE ALICE, TEXAS; AND THE LOS NIETOS AND COLLIER COUNTY, CALIFORNIA, PROJECT SITES. DATA FOR ITEM ANALYSIS WERE COLLECTED THROUGH THE TESTING OF 313 PRIMARY GRADE CHILDREN. GRAPHIC SYMBOLS OF THE ANGLO AND MEXICAN AMERICAN CULTURES WERE EMPLOYED IN THE INVENTORY, WHICH WAS CONSTRUCTED TO EVALUATE ATTITUDE. THE RESULTS INDICATED THAT THE INVENTORY MAY BE ASSUMED TO PROVIDE A GROSS MEASURE OF ACCULTURATION SUITABLE FOR USE WITH GROUPS. THE MEAN SCORE FOR THE MEXICAN AMERICAN CULTURE SUBTEST WAS SIGNIFICANTLY LOWER THAN THE SCORE FOR THE ANGLO-CULTURE SUBTEST. AMONG THE MEXICAN ITEMS, THE MEXICAN FLAG, THE SPANISH WORD "SI," THE PINATA, THE BOWL OF MENUDO, AND THE MEXICAN HAT POSSESSED THE HIGHEST ITEM-TEST CORRELATION. AMONG THE UNITED STATES ITEMS, THE AMERICAN FLAG, THE COWBOY HAT, THE PIECE OF BREAD, AND THE PICKLE POSSESSED THE HIGHEST ITEM-TEST CORRELATIONS. (AUTHOR/HRC)

ACCESSION NUMBER: ED074851

PUBLICATION DATE: NOV 72

TITLE: MATERIALES EN MARCHA PARA EL ESFUERZO BILINGUE--BICULTURAL (MATERIALS ON THE MARCH FOR THE PROMOTION OF BILINGUALISM/BICULTURALISM). NOVEMBER, 1972.

DESCRIPTOR: BICULTURALISM; *BILINGUALISM; CULTURAL AWARENESS; ENGLISH; *INSTRUCTIONAL TELEVISION; MEXICAN AMERICANS; MINORITY GROUPS; *NEWSLETTERS; PORTUGUESE; *READING MATERIAL SELECTION; SECOND LANGUAGES; SPANISH; *SPANISH SPEAKING

DESCRIPTIVE NOTE: 20P.

THIS NEWSLETTER SEEKS TO PROMOTE THE CONCEPT OF BILINGUAL-BICULTURAL EDUCATION. AMONG ITS ARTICLES ARE "ARGUMENTS AGAINST BILINGUAL EDUCATION," "PORTUGUESE READING MATERIALS ON PARADE," "A SPANISH OMNIBUS," AND "CARRASCOLENDAS MAKES DEBUT ON EDUCATIONAL TELEVISION." THERE ARE ANNOUNCEMENTS OF THE OPENING OF A PORTUGUESE MATERIALS RESOURCE CENTER IN PROVIDENCE, RHODE ISLAND, AND SPEAKERS FOR THE FIRST INTERNATIONAL MULTILINGUAL-MULTICULTURAL INTERNATIONAL CONFERENCE IN SAN DIEGO. A LIST OF U.S. DISTRIBUTORS OF EDUCATIONAL MATERIALS IN SPANISH AND PORTUGUESE IS INCLUDED. ARTICLES APPEAR IN SPANISH, ENGLISH, AND PORTUGUESE. (SK)

ACCESSION NUMBER: ED074856

PUBLICATION DATE: 14 JAN 72

TITLE: CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION
PROGRAMS: UKIAH INDIAN, MEXICAN-AMERICAN
BILINGUAL-BICULTURAL PROGRAM.

PERSONAL AUTHOR: EHRLICH, ALAN

DESCRIPTOR: AMERICAN INDIAN LANGUAGES; *AMERICAN INDIANS;
BICULTURALISM; *BILINGUAL EDUCATION; COGNITIVE DEVELOPMENT;
*CONTENT ANALYSIS; CURRICULUM DESIGN; EDUCATIONAL FINANCE;
ELEMENTARY GRADES; ENGLISH; LEARNING THEORIES; *MEXICAN
AMERICANS; PRESCHOOL CHILDREN; PROGRAM COSTS; PROGRAM
EVALUATION; SELF ESTEEM; SOCIOLINGUISTICS; *SPANISH; STUDENT
GROUPING; TUTORING

IDENTIFIER: CALIFORNIA; *PROJECT BEST; UKIAH

DESCRIPTIVE NOTE: 35P.

THIS CONTENT ANALYSIS SCHEDULE FOR THE UKIAH INDIAN, MEXICAN-AMERICAN BILINGUAL-BICULTURAL PROGRAM OF UKIAH, CALIFORNIA, PRESENTS INFORMATION ON THE HISTORY, FUNDING, AND SCOPE OF THE PROJECT. INCLUDED ARE SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND DOMINANT LANGUAGES OF STUDENTS AND THEIR INTERACTION. INFORMATION IS PROVIDED ON STAFF SELECTION AND THE LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT IS MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT, AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL. INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING, TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT. THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES, THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF EVALUATION. ATTACHED ARE A DESCRIPTION OF THE OBJECTIVES OF THE INSTRUCTIONAL COMPONENT, A DISCUSSION OF THE METHODS OF SECOND LANGUAGE TEACHING, AND A LIST OF MATERIALS. (SK)

ACCESSION NUMBER: ED074870

PUBLICATION DATE: 31 MAR 72

TITLE: CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION
PROGRAMS: REGION XIII BILINGUAL EDUCATION.

PERSONAL AUTHOR: NAFUS, CHARLES

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION;
BILINGUALISM; COGNITIVE DEVELOPMENT; *CONTENT ANALYSIS;
*CURRICULUM DESIGN; EDUCATIONAL FINANCE; *ELEMENTARY SCHOOL
STUDENTS; ENGLISH; LEARNING THEORIES; *MEXICAN AMERICANS;
PROGRAM COSTS; SELF ESTEEM; SOCIOLINGUISTICS; SPANISH;
STUDENT GROUPING; TUTORING

IDENTIFIER: AUSTIN; *PROJECT BEST

DESCRIPTIVE NOTE: 54P.

THIS CONTENT ANALYSIS SCHEDULE FOR THE REGION XIII
BILINGUAL EDUCATION PROGRAM OF AUSTIN, TEXAS, PRESENTS
INFORMATION ON THE HISTORY, FUNDING, AND SCOPE OF THE
PROJECT. INCLUDED ARE SOCIOLINGUISTIC PROCESS VARIABLES SUCH
AS THE NATIVE AND DOMINANT LANGUAGES OF STUDENTS AND THEIR
INTERACTION. INFORMATION IS PROVIDED ON STAFF SELECTION AND
THE LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT
IS MADE OF THE DURATION AND EXTENT OF THE BILINGUAL
COMPONENT, AND THE METHODS OF SECOND LANGUAGE TEACHING IN
GENERAL. INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT
GROUPING, TUTORING, CURRICULUM PATTERNS, AND COGNITIVE
DEVELOPMENT. THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING
STRATEGIES, THE BICULTURAL AND COMMUNITY COMPONENTS, AND
MEANS OF EVALUATION. INSERTS INCLUDE INFORMATION ON STAFF
DEVELOPMENT, GENERAL OBJECTIVES, SELF ESTEEM, AND PARENTAL
INVOLVEMENT. (SK)

ACCESSION NUMBER: ED074872

PUBLICATION DATE: 30 JUN 71

TITLE: CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION
PROGRAMS: BILINGUAL ELEMENTARY EDUCATION PROGRAM.

PERSONAL AUTHOR: HESS, RICHARD T.

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION;
BILINGUALISM; COGNITIVE DEVELOPMENT; *CONTENT ANALYSIS;
*CURRICULUM DESIGN; EDUCATIONAL FINANCE; *ELEMENTARY SCHOOL
STUDENTS; ENGLISH; INSTRUCTIONAL MATERIALS; KINDERGARTEN
CHILDREN; LEARNING THEORIES; *MEXICAN AMERICANS; PRESCHOOL
CHILDREN; PROGRAM COSTS; SELF ESTEEM; SOCIOLINGUISTICS;
SPANISH; STUDENT GROUPING; TUTORING

IDENTIFIER: LUBBOCK; *PROJECT BEST; TEXAS

DESCRIPTIVE NOTE: 35P.

THIS CONTENT ANALYSIS SCHEDULE FOR THE LUBBOCK INDEPENDENT
SCHOOL PROGRAM OF LUBBOCK, TEXAS, PRESENTS INFORMATION ON
THE HISTORY, FUNDING, AND SCOPE OF THE PROJECT. INCLUDED ARE
SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND
DOMINANT LANGUAGES OF STUDENTS AND THEIR INTERACTION.
INFORMATION IS PROVIDED ON STAFF SELECTION AND THE
LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT IS
MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT,
AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL.
INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING,
TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT.
THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES,
THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF
EVALUATION. INSERTS INCLUDE INFORMATION ON INSTRUCTIONAL
MATERIALS AND RESOURCES FOR MATERIALS. (SK)

ACCESSION NUMBER: ED074874

PUBLICATION DATE: JUN 72

TITLE: CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION
PROGRAMS: COMPTON ELEMENTARY BILINGUAL EDUCATION PLAN.

PERSONAL AUTHOR: HESS, RICHARD T.; SHORE, MARIETTA SARAVIA

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION;
BILINGUALISM; COGNITIVE DEVELOPMENT; *CONTENT ANALYSIS;
*CURRICULUM DESIGN; EDUCATIONAL FINANCE; *ELEMENTARY SCHOOL
STUDENTS; ENGLISH; KINDERGARTEN CHILDREN; LEARNING THEORIES;
*MEXICAN AMERICANS; PROGRAM COSTS; SELF ESTEEM;
SOCIOLINGUISTICS; SPANISH; SPANISH SPEAKING; STUDENT
GROUPING; TUTORING

IDENTIFIER: CALIFORNIA; COMPTON; *PROJECT BEST

DESCRIPTIVE NOTE: 45P.

THIS CONTENT ANALYSIS SCHEDULE FOR THE COMPTON ELEMENTARY BILINGUAL EDUCATION PLAN OF COMPTON, CALIFORNIA, PRESENTS INFORMATION ON THE HISTORY, FUNDING, AND SCOPE OF THE PROJECT. INCLUDED ARE SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND DOMINANT LANGUAGES OF STUDENTS AND THEIR INTERACTION. INFORMATION IS PROVIDED ON STAFF SELECTION AND THE LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT IS MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT, AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL. INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING, TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT. THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES, THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF EVALUATION. INSERTS INCLUDE INFORMATION ON TIME DISTRIBUTION, CLASSROOM ENVIRONMENT, SEQUENCE FOR DOMINANT AND SECOND LANGUAGE SKILLS, AND CHILDREN'S BOOKS IN SPANISH. (SK)

ACCESSION NUMBER: ED074875

PUBLICATION DATE: 30 JUN 71

TITLE: CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION
PROGRAMS: LAS CRUCES ELEMENTARY SCHOOL BILINGUAL PROJECT.

PERSONAL AUTHOR: LA NOUE, JOAN

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION;
BILINGUALISM; COGNITIVE DEVELOPMENT; *CONTENT ANALYSIS;
*CURRICULUM DESIGN; EDUCATIONAL FINANCE; *ELEMENTARY SCHOOL
STUDENTS; ENGLISH; INSTRUCTIONAL MATERIALS; KINDERGARTEN
CHILDREN; LEARNING THEORIES; *MEXICAN AMERICANS; PRESCHOOL
CHILDREN; PROGRAM COSTS; SELF ESTEEM; SOCIOLINGUISTICS;
SPANISH; STUDENT GROUPING; TUTORING

IDENTIFIER: LAS CRUCES; *PROJECT BEST

DESCRIPTIVE NOTE: 81P.

THIS CONTENT ANALYSIS SCHEDULE FOR THE ELEMENTARY SCHOOL BILINGUAL PROJECT OF LAS CRUCES, NEW MEXICO, PRESENTS INFORMATION ON THE HISTORY, FUNDING, AND SCOPE OF THE PROJECT. INCLUDED ARE SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND DOMINANT LANGUAGES OF STUDENTS AND THEIR INTERACTION. INFORMATION IS PROVIDED ON STAFF SELECTION AND THE LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT IS MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT, AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL. INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING, TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT. THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES, THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF EVALUATION. INSERTS INCLUDE A PARENT QUESTIONNAIRE, A DESCRIPTION OF TRAINING FOR PARAPROFESSIONALS, AND SAMPLES OF INSTRUCTIONAL MATERIALS DEVELOPED BY THE PROGRAM. (SK)

ACCESSION NUMBER: ED074877

PUBLICATION DATE: 2 JUL 71

TITLE: CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION
PROGRAMS: POMONA BILINGUAL LEADERSHIP PROGRAM.

PERSONAL AUTHOR: GLICK, TOBY

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION;
BILINGUALISM; COGNITIVE DEVELOPMENT; *CONTENT ANALYSIS;
*CURRICULUM DESIGN; EDUCATIONAL FINANCE; ENGLISH; *JUNIOR
HIGH SCHOOL STUDENTS; LEARNING THEORIES; *MEXICAN AMERICANS;
PROGRAM COSTS; SELF ESTEEM; SOCIOLINGUISTICS; SPANISH;
STUDENT GROUPING; TUTORING

IDENTIFIER: CALIFORNIA; POMONA; *PROJECT BEST

DESCRIPTIVE NOTE: 38P.

THIS CONTENT ANALYSIS SCHEDULE FOR THE POMONA BILINGUAL LEADERSHIP PROGRAM OF POMONA, CALIFORNIA, PRESENTS INFORMATION ON THE HISTORY, FUNDING, AND SCOPE OF THE PROJECT. INCLUDED ARE SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND DOMINANT LANGUAGES OF STUDENTS AND THEIR INTERACTION. INFORMATION IS PROVIDED ON STAFF SELECTION AND THE LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT IS MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT, AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL. INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING, TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT. THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES, THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF EVALUATION. INSERTS INCLUDE INFORMATION ON STAFF DEVELOPMENT PROCEDURES, PROGRAM DESIGN, OPERATIONAL PROCEDURES, COMMUNITY INVOLVEMENT, AND ADVISORY COMMITTEE FUNCTIONS. (SK)

ACCESSION NUMBER: ED074879

PUBLICATION DATE: JUL 72

TITLE: CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION
PROGRAMS: COLORADO CITY CENTER TO AID BILINGUAL EDUCATION.

PERSONAL AUTHOR: ZAJIC, VLAD; SHORE, MARIETTA SARAVIA

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION;
BILINGUALISM; COGNITIVE DEVELOPMENT; *CONTENT ANALYSIS;
*CURRICULUM DESIGN; EDUCATIONAL FINANCE; *ELEMENTARY SCHOOL
STUDENTS; ENGLISH; KINDERGARTEN CHILDREN; LEARNING THEORIES;
*MEXICAN AMERICANS; PRESCHOOL CHILDREN; PROGRAM COSTS; SELF
ESTEEM; SOCIOLINGUISTICS; SPANISH; STUDENT GROUPING;
TUTORING

IDENTIFIER: COLORADO CITY; *PROJECT BEST

DESCRIPTIVE NOTE: 34P.

THIS CONTENT ANALYSIS SCHEDULE FOR THE COLORADO CITY CENTER TO AID BILINGUAL EDUCATION PRESENTS INFORMATION ON THE HISTORY, FUNDING, AND SCOPE OF THE PROJECT. INCLUDED ARE SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND DOMINANT LANGUAGES OF STUDENTS AND THEIR INTERACTION. INFORMATION IS PROVIDED ON STAFF SELECTION AND THE LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT IS MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT, AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL. INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING, TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT. THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES, THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF EVALUATION. INSERTS INCLUDE ADDITIONAL INFORMATION ON SUGGESTED INSTRUCTIONAL MATERIALS AND COMMUNITY AND PARENT INVOLVEMENT. (SK)

ACCESSION NUMBER: ED074880

PUBLICATION DATE: JUN 72

TITLE: CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION
PROGRAMS: DEL VALLE BILINGUAL EDUCATION PROGRAM.

PERSONAL AUTHOR: EHRLICH, ROSELIN; SHORE, MARIETTA SARAVIA

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION;
BILINGUALISM; COGNITIVE DEVELOPMENT; *CONTENT ANALYSIS;
CURRICULUM DESIGN; EDUCATIONAL FINANCE; *ELEMENTARY SCHOOL
STUDENTS; ENGLISH; *JUNIOR HIGH SCHOOL STUDENTS; LEARNING
THEORIES; *MEXICAN AMERICANS; PROGRAM COSTS; SELF ESTEEM;
SOCIOLINGUISTICS; SPANISH; SPANISH SPEAKING; STUDENT
GROUPING; TUTORING

IDENTIFIER: DEL VALLE; *PROJECT BEST; TEXAS

DESCRIPTIVE NOTE: 29P.

THIS CONTENT ANALYSIS SCHEDULE FOR THE DEL VALLE BILINGUAL
EDUCATION PROGRAM OF DEL VALLE, TEXAS, PRESENTS INFORMATION
ON THE HISTORY, FUNDING, AND SCOPE OF THE PROJECT. INCLUDED
ARE SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND
DOMINANT LANGUAGES OF STUDENTS AND THEIR INTERACTION.
INFORMATION IS PROVIDED ON STAFF SELECTION AND THE
LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT IS
MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT,
AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL.
INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING,
TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT.
THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES,
THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF
EVALUATION. AN INSERT INCLUDES INFORMATION ON INSTRUCTIONAL
MATERIALS. (SK)

ACCESSION NUMBER: ED074882

PUBLICATION DATE: MAR 72

TITLE: CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION
PROGRAMS: ADAPTATIONS OF BILINGUAL EDUCATION.

PERSONAL AUTHOR: HESS, RICHARD T.

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION;
BILINGUALISM; COGNITIVE DEVELOPMENT; *CONTENT ANALYSIS;
*CURRICULUM DESIGN; EDUCATIONAL FINANCE; ENGLISH; *JUNIOR
HIGH SCHOOL STUDENTS; LEARNING THEORIES; *MEXICAN AMERICANS;
PROGRAM COSTS; SELF ESTEEM; SOCIOLINGUISTICS; SPANISH;
STUDENT GROUPING; TUTORING

IDENTIFIER: CALIFORNIA; ORANGE; *PROJECT BEST

DESCRIPTIVE NOTE: 40P.

THIS CONTENT ANALYSIS SCHEDULE FOR ADAPTATIONS OF BILINGUAL
EDUCATION OF ORANGE, CALIFORNIA, PRESENTS INFORMATION ON THE
HISTORY, FUNDING, AND SCOPE OF THE PROJECT. INCLUDED ARE
SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND
DOMINANT LANGUAGES OF STUDENTS AND THEIR INTERACTION.
INFORMATION IS PROVIDED ON STAFF SELECTION AND THE
LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT IS
MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT,
AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL.
INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING,
TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT.
THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES,
THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF
EVALUATION. INSERTS INCLUDE INFORMATION ON PERSONNEL,
STUDENT ABILITY LEVELS, AND COUNSELING. (SK)

ACCESSION NUMBER: ED075106

PUBLICATION DATE: JAN 70

TITLE: A BILINGUAL APPROACH: EDUCATION FOR UNDERSTANDING.
LEADERSHIP REPORT.

DESCRIPTOR: *ANGLO AMERICANS; *BILINGUAL EDUCATION;
*CULTURAL INTERRELATIONSHIPS; DEMONSTRATION PROGRAMS;
INTERGROUP EDUCATION; LEADERSHIP QUALITIES; *MEXICAN
AMERICANS; STUDENT NEEDS

DESCRIPTIVE NOTE: 22P.

THE STORY OF THE BILINGUAL EDUCATION PROGRAM IN THE UNITED CONSOLIDATED SCHOOL DISTRICT (UCSD) OF WEBB COUNTY, TEXAS, BEGAN WITH TESTIMONY GIVEN BY WITNESSES AT THE U.S. COMMISSION ON CIVIL RIGHTS' SAN ANTONIO HEARING (DECEMBER 9-14, 1968). THIS TESTIMONY DEALT WITH THE DEVASTATING EFFECT OF COMMON EDUCATIONAL PRACTICES UPON MEXICAN AMERICAN CHILDREN IN THE SOUTHWEST. THE LAST WITNESS, HOWEVER, WAS THE UCSD SUPERINTENDENT WHO DESCRIBED HIS DISTRICT'S BILINGUAL PROGRAM, ITS CONCEPTION, AND THE RESULTS. THE PROGRAM WAS DESIGNED: (1) TO ENABLE THE SPANISH SPEAKING CHILD TO PROGRESS NORMALLY BY INSTRUCTION IN HIS NATIVE TONGUE WHILE, AT THE SAME TIME, TEACHING HIM THE ENGLISH LANGUAGE; (2) TO TAKE ADVANTAGE OF HIS KNOWLEDGE OF SPANISH LANGUAGE AND CULTURE TO BROADEN THE EDUCATION OF ALL OF THE CHILDREN, INCLUDING ANGLOS; AND (3) TO CREATE AN ATMOSPHERE IN THE CLASSROOM CONDUCTIVE TO MORE WHOLESOME SELF-CONCEPTS AND RELATIONSHIPS AMONG THE STUDENTS. INCLUDED WERE EXAMPLES OF THE LEADERSHIP EXHIBITED BY THIS DISTRICT AND SUGGESTIONS FOR OTHER DISTRICTS ATTEMPTING BILINGUAL EDUCATION PROGRAMS, SOLICITING SUPPORT FROM THE COMMUNITY AND BEGINNING THE PROGRAM ALTHOUGH CONDITIONS MAY NOT BE IDEAL. (HBC)

AVAILABILITY: SOUTHWEST INTERGROUP RELATIONS COUNCIL, INC.,
1503 GUADALUPE, SUITE 206, AUSTIN, TEXAS 78701 (\$0.20, BULK
RATES ON REQUEST)

ACCESSION NUMBER: ED075130

PUBLICATION DATE: 3 NOV 72

TITLE: "INDIAN EDUCATION IN THE BUREAU OF INDIAN AFFAIRS."

PERSONAL AUTHOR: HAWKINS, JAMES F.

DESCRIPTOR: *AMERICAN INDIANS; BILINGUAL EDUCATION;
BOARDING SCHOOLS; CHILD DEVELOPMENT CENTERS; COMMUNITY
COLLEGES; *COMMUNITY INVOLVEMENT; CULTURAL AWARENESS; EARLY
CHILDHOOD EDUCATION; *EDUCATION; *EVALUATION; *FEDERAL
PROGRAMS; HIGHER EDUCATION; PUBLIC SCHOOLS; TEACHER
EDUCATION

IDENTIFIER: BIA; *BUREAU OF INDIAN AFFAIRS;
JOHNSON-D'ALLEY ACT

DESCRIPTIVE NOTE: 12P.; SPEECH DELIVERED AT THE NATIONAL
INDIAN EDUCATION CONFERENCE, SEATTLE, WASHINGTON, NOVEMBER
3, 1972

THE ROLE OF THE BUREAU OF INDIAN AFFAIRS (BIA) IN AMERICAN
INDIAN EDUCATION IS DISCUSSED IN THIS SPEECH. AT THE PRESENT
TIME, THIS ROLE IS LIMITED TO FEDERALLY RECOGNIZED INDIANS
LIVING ON RESERVATIONS OR INDIAN TRUST LAND; FOR OTHER
INDIAN STUDENTS, THE BIA'S ROLE IS THAT OF AN ADVOCATE,
HELPING INDIAN PEOPLE GET WHAT THEY WANT AND NEED IN REGARD
TO EDUCATION. THE INVOLVEMENT OF INDIANS IN THE EDUCATIONAL
PROGRAMS SERVING THEM IS DESCRIBED AS VITAL TO THE BASIC
EDUCATIONAL OBJECTIVE OF THE BIA. A CENTRAL PART OF THIS
OBJECTIVE IS TO CARRY OUT AN EFFECTIVE PROGRAM FOR STUDENTS
IN FEDERAL SCHOOLS DESIGNED TO PREPARE THE STUDENTS FOR
SUCCESSFUL LIVING. PROGRAMS IN BILINGUAL EDUCATION, EARLY
CHILDHOOD EDUCATION, AND HIGHER EDUCATION ARE DISCUSSED.
INFORMATION IS ALSO PROVIDED ON TESTING, EVALUATION, AND
SCHOOL CONSTRUCTION AND ON THE WORK BEING DONE TO EFFECT A
GREATER COORDINATION AMONG THE OFF-RESERVATION BOARDING
SCHOOLS SO THAT EDUCATIONAL OFFERINGS TO STUDENTS CAN BE
STRENGTHENED AND EXTENDED. (PS)

ACCESSION NUMBER: ED075136

PUBLICATION DATE: 72

TITLE: CULTURAL IDENTITY: AN APPROACH TO PREVENTING
DELINQUENCY AMONG CHICANOS.

PERSONAL AUTHOR: LEE, DAVID LOPEZ

DESCRIPTOR: BILINGUALISM; COUNSELING; CULTURAL AWARENESS;
*CULTURAL EDUCATION; *DELINQUENCY PREVENTION; *EDUCATIONAL
PROGRAMS; *ELEMENTARY SCHOOL STUDENTS; *MEXICAN AMERICANS;
SELF CONCEPT; TUTORIAL PROGRAMS

IDENTIFIER: *ARRIBA

DESCRIPTIVE NOTE: 45P.

THE SECOND OF A 3-YEAR JUVENILE DELINQUENCY PREVENTION PROGRAM, ARriba, INVOLVED 90 PRE-DELINQUENT CHICANO YOUTHS (AGES 8 TO 13). THE GENERAL THESIS OF THE PROGRAM WAS THAT THESE YOUTHS, PROVIDED WITH AN EDUCATIONAL/TUTORIAL AND CULTURALLY SUPPORTIVE PROGRAM ADMINISTERED BY BILINGUAL CHICANOS, WILL HAVE A LOWER LIKELIHOOD FOR DELINQUENT BEHAVIOR THAN CHILDREN NOT IN SUCH A PROGRAM. THE CONTROL GROUP CONSISTED OF 100 CHILDREN OF THE SAME AGE. THE EXPERIMENTAL GROUP MET 2 HOURS A DAY, TWICE A WEEK. THE FIRST HOUR WAS DEVOTED TO CULTURAL EDUCATION AND THE SECOND PRIMARILY TO RECREATIONAL ACTIVITIES. DURING THE SECOND HOUR, THE CHILDREN WERE TAKEN 1 TO 3 AT A TIME TO BE COUNSELED OR TUTORED. THEY MET IN LEARNING CENTERS, PARTITIONED TO MINIMIZE DISTRACTIONS. SELF-AWARENESS SESSIONS WERE OFTEN INCLUDED. CRITICISM WAS AVOIDED AND THE CHILD WAS ALLOWED TO EXPRESS HIS FEELINGS. FINDINGS INDICATED: (1) THAT DELINQUENCY DECLINED IN THE AREA SERVICED BY ARriba, (2) THAT SELF-CONCEPTS OF ARriba YOUTHS SIGNIFICANTLY IMPROVED, (3) THAT ARriba YOUTHS MADE SIGNIFICANT ACADEMIC GAINS, (4) THAT ARriba YOUTHS MADE POSITIVE GAINS AS INDICATED BY TEACHER ASSESSMENTS, AND (5) THAT GRAFITTI ON COMMUNITY PROPERTY APPARENTLY DECLINED. THESE FINDINGS ARE SHOWN IN TABULAR FORM. (NQ)

ACCESSION NUMBER: ED075504

PUBLICATION DATE: 73

TITLE: AN EVALUATIVE STUDY OF INSTRUCTIONAL STRATEGIES AND PUPIL COGNITIVE LEARNING IN AN ENGLISH AS A SECOND LANGUAGE PROGRAM OF A SPANISH-ENGLISH BILINGUAL EDUCATION PROJECT.

PERSONAL AUTHOR: RAMIREZ, A. R.; LIBERTY, PAUL G., JR.

DESCRIPTOR: *BILINGUAL EDUCATION; *ENGLISH (SECOND LANGUAGE); MEXICAN AMERICANS; PRESCHOOL EDUCATION; PRONUNCIATION INSTRUCTION; *SECOND LANGUAGE LEARNING; *SPANISH SPEAKING; *SYNTAX; TECHNICAL REPORTS; VERBAL LEARNING; VOCABULARY

IDENTIFIER: MICHAEL TEST OF ORAL ENGLISH LANGUAGE

DESCRIPTIVE NOTE: 9P.; PAPER PRESENTED AT AMERICAN EDUCATIONAL RESEARCH ASSOCIATION MEETING (NEW ORLEANS, LOUISIANA, FEBRUARY 25-MARCH 1, 1973)

BILINGUAL EDUCATION PROGRAMS FOR MEXICAN-AMERICAN PRESCHOOL AND ELEMENTARY GRADE PUPILS ALMOST INVARIABLY INCLUDE SOME TYPE OF INSTRUCTION IN ENGLISH AS A SECOND LANGUAGE (ESL). USUAL ESL PROGRAMS FOR YOUNG SPANISH-SPEAKING CHILDREN ARE FOUND TO EMPHASIZE PRONUNCIATION DRILL (MINIMAL-A PAIR DRILLS: PIT-BIT, CHOOSE-SHOES). AN ALTERNATIVE APPROACH DEEMPHASIZES PHONOLOGICAL DRILL, CONCENTRATING INSTEAD ON TEACHING OF WORD ORDER OF NEW LANGUAGE (SYNTACTIC STRUCTURE). RESULTS OF SEVERAL STUDIES FROM BILINGUAL PROJECTS IN LOWER RIO GRANDE VALLEY SHOW THAT EXPERIMENTAL GROUPS PERFORM NO BETTER THAN CONTROL (NO FORMAL ESL INSTRUCTION) GROUPS ON PRONUNCIATION, VOCABULARY, AND COMMUNICATION SCALES OF MICHAEL TEST OF ORAL ENGLISH LANGUAGE PRODUCTION (MTOEP), BUT THAT EXPERIMENTALS SCORED SIGNIFICANTLY (.001) HIGHER ON STRUCTURE. HYPOTHESES ADVANCED ARE THAT YOUNG CHILDREN MAY BENEFIT ONLY SLIGHTLY BY REPEATED DRILLS IN PRONUNCIATION AND VOCABULARY. PRIMARY GRADE CHILDREN LEARN PRONUNCIATION BY MODELING. (AUTHOR/CK)

ACCESSION NUMBER: ED075799

PUBLICATION DATE: MAY 73

TITLE: TEACHING READING TO THE AMERICAN INDIAN.

PERSONAL AUTHOR: RICH, GENE

DESCRIPTOR: *AMERICAN INDIANS; *BILINGUAL EDUCATION;
COMMUNITY INVOLVEMENT; INDIVIDUALIZED READING; PARENT SCHOOL
RELATIONSHIP; *READING ACHIEVEMENT; *READING INSTRUCTION;
READING MATERIALS; READING MATERIAL SELECTION; SELF CONCEPT;
*STUDENT ATTITUDES; TEACHER AIDES

DESCRIPTIVE NOTE: 9P.; PAPER PRESENTED AT THE ANNUAL
MEETING OF THE INTERNATIONAL READING ASSOCIATION (18TH,
DENVER, MAY 1-4, 1973)

THE PROBLEMS OF INDIAN CHILDREN AS STUDENTS IN THE
EDUCATIONAL SYSTEM, AND PARTICULARLY THE PROBLEMS ASSOCIATED
WITH LEARNING TO READ, ARE DISCUSSED IN THIS PAPER. THE
INDIAN CHILD IS NOT BASICALLY A COMPETITIVE INDIVIDUAL;
HENCE, HE CANNOT UNDERSTAND THE TRADITIONAL CLASSROOM'S
EMPHASIS UPON INDIVIDUAL ACHIEVEMENT. IN GENERAL, THE INDIAN
STUDENT IS INVOLVED IN BEING, NOT IN BECOMING. THEREFORE,
EDUCATION AS PREPARATION FOR THE FUTURE IS NOT A REALISTIC
MOTIVE FOR HIM. RESEARCH SHOWS THAT MANY INDIAN CHILDREN
RELY HEAVILY ON NONVERBAL MEANS OF EXPRESSION. THEY MUST
FIRST BE TAUGHT TO SPEAK AND READ THEIR OWN LANGUAGE BEFORE
ENGLISH LANGUAGE INSTRUCTION CAN BE SUCCESSFUL. THE
FOLLOWING GUIDELINES ARE OFFERED AS RECOMMENDATIONS FOR
THOSE INVOLVED WITH TEACHING READING TO AMERICAN INDIAN
YOUTH: (1) IDENTIFY THE BASIC PREMISES OF INDIAN CULTURE, OR
ANY CULTURE, WHICH REQUIRE AN ADJUSTMENT IN THE LEARNING
SETTING. (2) REVIEW AND APPLY THE TEACHING STRATEGIES WHICH
ARE APPLICABLE TO THE SPECIAL INSTRUCTIONAL PROBLEMS
REPRESENTED BY INDIAN YOUTH. (3) RECOGNIZE INDIVIDUAL
DIFFERENCES AMONG INDIAN STUDENTS AS WELL AS COLLECTIVE
DIFFERENCES BETWEEN STUDENTS AND MAJORITY GROUPS. (4)
FACILITATE THE ULTIMATE GOALS OF SELF-RELIANCE AND
SELF-DIRECTION. (AUTHOR/TC)

ACCESSION NUMBER: ED076067

PUBLICATION DATE: 72

TITLE: LANGUAGE IN AMERICAN INDIAN EDUCATION.

PERSONAL AUTHOR: SLAGER, WILLIAM R., ED.; MADSEN, BETTY M., ED.

DESCRIPTOR: AMERICAN INDIAN CULTURE; *AMERICAN INDIAN LANGUAGES; BIBLIOGRAPHIES; *BILINGUAL EDUCATION; BILINGUALISM; DEMOGRAPHY; LANGUAGE CLASSIFICATION; LANGUAGE SKILLS; *NAVAHO; *RESOURCE MATERIALS; *SECOND LANGUAGE LEARNING

DESCRIPTIVE NOTE: 107P.

SEVERAL ARTICLES DEALING WITH BILINGUAL EDUCATION AND LANGUAGE ACQUISITION AMONG AMERICAN INDIANS ILLUSTRATE PROBLEMS REPRESENTATIVE OF THIS ETHNIC MINORITY. THE MAJOR ARTICLE BY W. MILLER CONSIDERS THE SHOSHONI LANGUAGE AS AN "ORSCLESCING" LANGUAGE, AND A BIBLIOGRAPHY OF THE NUMIC LANGUAGES IS INCLUDED. THE INFORMATION EXCHANGE SECTION REPORTS ON: (1) A CONFERENCE ON CHILD LANGUAGE, (2) SUMMARIES AND EXCERPTS FROM CONFERENCE PAPERS, (3) POPULATION CHANGE, (4) INDIAN STUDENT LEADERSHIP AND INSERVICE TRAINING, (5) LANGUAGE INSTRUCTION, (6) ENGLISH KINDERGARTEN FOR SPEAKERS OF MICCOSUKEE, (7) FILMS FOR CLASSROOM USE, (8) STUDENT PUBLICATIONS, (9) AMERICAN INDIAN HISTORICAL SOCIETY PERIODICALS, (10) TEACHER CORPS, (11) TITLE 7 PROJECTS FOR INDIAN LANGUAGES, AND (12) LOCAL RESOURCE MATERIALS. BOOKS REVIEWED INCLUDE "CONCEPTUAL LEARNING," "EARLY CHILDHOOD BILINGUAL EDUCATION," AND "ADAPTING AND WRITING LANGUAGE LESSONS." SEVERAL SHORT STORIES ARE ALSO INCLUDED. (RL)

ACCESSION NUMBER: ED076278

PUBLICATION DATE: FEB 73

TITLE: JUDGING PERSONALITY FROM SPEECH: A PILOT STUDY OF THE EFFECTS OF BILINGUAL EDUCATION ON ATTITUDES TOWARD ETHNIC GROUPS. RESEARCH AND DEVELOPMENT MEMORANDUM NO. 106.

PERSONAL AUTHOR: POLITZER, ROBERT L.; RAMIREZ, ARNULFO

DESCRIPTOR: ANGLO AMERICANS; *ATTITUDES; *BILINGUAL EDUCATION; ETHNIC GROUPS; GRADE 3; *MEXICAN AMERICANS; *PERSONALITY; SPANISH SPEAKING; *SPEECH

IDENTIFIER: *CALIFORNIA

DESCRIPTIVE NOTE: 45P.

DURING THIS INVESTIGATION, INFORMATION WAS GATHERED ABOUT ATTITUDES HELD BY MEXICAN AMERICAN AND ANGLO CHILDREN CONCERNING MEMBERS OF SPECIFIC SOCIAL OR ETHNIC GROUPS, DETERMINING WHETHER THE ATTITUDES DEVELOPED BY CHILDREN IN A BILINGUAL EDUCATION PROGRAM WERE DIFFERENT FROM THOSE OF CHILDREN WHO HAD BEEN SOLELY EXPOSED TO ENGLISH EDUCATION. THE SUBJECTS WERE 27 THIRD GRADERS WHO HAD BEEN IN THE BILINGUAL PROGRAM SINCE KINDERGARTEN, AND A CONTROL GROUP OF 31 THIRD GRADERS FROM A MONOLINGUAL PROGRAM. THE TECHNIQUE USED WAS THE MATCHED-GUISE METHOD IN WHICH EACH OF SEVERAL BILINGUAL SPEAKERS READ DIFFERENT PASSAGES IN VARYING LANGUAGES OR DIALECTS. THE SUBJECTS' DIFFERENTIAL ATTITUDES TOWARD SOCIAL OR ETHNIC GROUPS WERE INDICATED BY THE RATINGS THEY GAVE TO THE SAME SPEAKERS USING DIFFERENT LANGUAGES OR DIALECTS. MAJOR FINDINGS WERE THAT THE UPGRADING OF THE SPEECH VARIETIES CHARACTERISTIC OF THE SUBJECT'S OWN ETHNIC GROUP SEEMED SOMEWHAT LESS PRONOUNCED AMONG THE ANGLOS IN THE BILINGUAL PROGRAM AND THAT THE MATCHED-GUISE EFFECTS SHOWED NO UPGRADING OF SPANISH AMONG THE MEXICAN AMERICANS IN THE MONOLINGUAL GROUP. (PS)

ACCESSION NUMBER: ED076294

PUBLICATION DATE: 27 MAR 73

TITLE: A BLUEPRINT FOR THE EDUCATION OF THE MEXICAN AMERICAN.

PERSONAL AUTHOR: BENITEZ, MARIO

DESCRIPTOR: *BILINGUALISM; CHANGING ATTITUDES; *CURRICULUM DEVELOPMENT; *EDUCATIONAL CHANGE; *EDUCATIONAL IMPROVEMENT; EVALUATION; LANGUAGE DEVELOPMENT; *MEXICAN AMERICANS

DESCRIPTIVE NOTE: 9P.; PAPER PRESENTED AT THE ANNUAL CONVENTION OF THE COMPARATIVE AND INTERNATIONAL EDUCATION SOCIETY, SAN ANTONIO, TEX. MARCH 25-27, 1973

A NEW BLUEPRINT FOR THE EDUCATION OF THE MEXICAN AMERICAN IS PROPOSED IN THIS PAPER, INCORPORATING WHAT HAS BEEN LEARNED FROM PAST FAILURES. IT IS BASED ON THE PHILOSOPHICAL ASSUMPTIONS THAT (1) BILINGUALISM IS AN ASSET AND NOT A LIABILITY AND (2) EDUCATION MUST BE PLANNED FOR EACH CHILD ACCORDING TO HIS NEEDS. FIVE BASIC CURRICULUM REFORMS CONDUCIVE TO BETTER PERFORMANCE BY THE MEXICAN AMERICAN ARE PROPOSED. THESE INCLUDE (1) ASSESSMENT OF LANGUAGE COMPETENCY, (2) THE ATTITUDE TOWARD THE SPANISH LANGUAGE OF THE SOUTHWEST, (3) THE USE OF SPANISH AS A VEHICLE OF LEARNING, (4) THE EMPHASIS ON ORAL LANGUAGE DEVELOPMENT, AND (5) THE REEVALUATION OF TESTING INSTRUMENTS. SOME OF THESE REFORMS HAVE BEEN IN OPERATION ON A LIMITED BASIS THROUGH TITLE I, TITLE III, OR TITLE VII FEDERAL FUNDS. (NQ)

ACCESSION NUMBER: ED076714

PUBLICATION DATE: MAY 73

TITLE: MEXICAN AMERICANS: AN ANNOTATED BIBLIOGRAPHY OF DOCTORAL DISSERTATIONS. ERIC-IRCD DOCTORAL RESEARCH SERIES, NUMBER 1, MAY 1973.

PERSONAL AUTHOR: JABLONSKY, ADELAIDE, COMP.

DESCRIPTOR: ABSTRACTS; ACADEMIC ACHIEVEMENT; *ANNOTATED BIBLIOGRAPHIES; BILINGUAL EDUCATION; CULTURAL FACTORS; DISADVANTAGED YOUTH; *DOCTORAL THESES; ECONOMICALLY DISADVANTAGED; EDUCATIONAL PROBLEMS; *EDUCATIONAL RESEARCH; *MEXICAN AMERICANS; SCHOOL INTEGRATION; SELF CONCEPT; SOCIALLY DISADVANTAGED; *SOCIAL SCIENCES

DESCRIPTIVE NOTE: 88P.

THE SEVEN YEARS SINCE THE ENACTMENT OF FSEA TITLE I IN 1965 PROVIDED A UNIQUE OPPORTUNITY TO ATTEMPT TO FIND ANSWERS TO UNANSWERED QUESTIONS ABOUT THE TEACHING-LEARNING PROCESS, ESPECIALLY IN RELATION TO MINORITY GROUP CHILDREN AND YOUTH, AND TO STUDENTS FROM LOW SOCIOECONOMIC BACKGROUNDS. THE FLOOD OF NEW PROGRAMS PROVIDED FERTILE GROUNDS FOR DOCTORAL DISSERTATION RESEARCH ON THE EDUCATION OF THE DISADVANTAGED. BITS AND PIECES OF RESEARCH THROUGHOUT THE COUNTRY ARE ENTHREDED IN "DISSERTATION ABSTRACTS INTERNATIONAL" AND IN UNIVERSITY LIBRARIES. THE ERIC-IRCD STAFF BELIEVING THAT MUCH COULD BE LEARNED ABOUT DOCTORAL RESEARCH ITSELF, ABOUT CHILDREN, AND ABOUT EDUCATIONAL PROGRAMS, DECIDED TO ATTEMPT TO PROVIDE COMPREHENSIVE COLLECTIONS OF ABSTRACTS IN THOSE AREAS OF SPECIAL INTEREST TO ERIC-IRCD. THE PRESENT DOCUMENT IS ONE OF SEVERAL BEING PREPARED FOR A NEW SERIES OF PUBLICATIONS ENTITLED "ERIC-IRCD DOCTORAL RESEARCH SERIES." OVER 700 ABSTRACTS WERE PHOTOCOPIED, SORTED, AND INDEXED. ALL INDEXING IS BASED ON TITLES RATHER THAN ON ABSTRACTS. DISSERTATIONS MAY BE PURCHASED IN MICROFILM OR HARD COPY FORM FROM UNIVERSITY MICROFILMS, ANN ARBOR, MICH. ORDER NUMBERS HAVE BEEN PROVIDED FOR EACH DISSERTATION AT THE END OF THE CITATION. (AUTHOR/JM)

ACCESSION NUMBER: ED076984

PUBLICATION DATE: FEB 73

TITLE: THE MANY FACES OF LANGUAGE TEACHING IN THE ENGLISH CLASSROOM.

PERSONAL AUTHOR: DONELSON, KEN, ED.

DESCRIPTOR: BILINGUALISM; COMPOSITION (LITERARY); DIALECT STUDIES; *ENGLISH; *LANGUAGE INSTRUCTION; LINGUISTICS; *MEXICAN AMERICANS; NONVERBAL LEARNING; POLITICS; RHETORIC; SCIENCE FICTION; *SECONDARY EDUCATION; SEMANTICS; SYMBOLIC LANGUAGE; TAGMEMIC ANALYSIS; *TRADITIONAL GRAMMAR; TRANSFORMATION GENERATIVE GRAMMAR; VOCABULARY DEVELOPMENT

DESCRIPTIVE NOTE: 134P.

THIS ISSUE OF THE "ARIZONA ENGLISH BULLETIN" CONTAINS 29 ARTICLES RELATED TO LANGUAGE TEACHING IN HIGH SCHOOL ENGLISH CLASSES. AMONG THE SUBJECTS COVERED ARE: GRAMMAR; SIGNS, SYMBOLS, AND METAPHORS; LINGUISTIC ANALYSIS IN THE TEACHING OF COMPOSITION; BILINGUALISM; DIALECT STUDY; SEMANTICS; GENERATIVE RHETORIC AND THE TEACHING OF COMPOSITION; SCIENCE FICTION AND LANGUAGE STUDY; NONVERBAL ACTIVITIES; TAGMEMIC THEORY; LANGUAGE PROBLEMS OF MEXICAN-AMERICAN STUDENTS; TRANSFORMATIONAL GRAMMAR; VOCABULARY DEVELOPMENT; THE LANGUAGE OF POLITICS; USING MULTIMEDIA TO TEACH THE LANGUAGE OF ALLUSION; LEXICOGRAPHY; AND BIBLICAL LANGUAGE AND STYLE. SOME OF THE ARTICLES CONTAIN BIBLIOGRAPHIES. (DI)

JOURNAL CITATION: ARIZONA ENGLISH BULLETIN; V15 N2 P1-130
FEB 73

ACCESSION NUMBER: ED077294

PUBLICATION DATE: JAN 73

TITLE: MATERIALES EN MARCHA PARA EL ESFUERZO
BILINGUE--BICULTURAL (MATERIALS ON THE MARCH FOR THE
PROMOTION OF BILINGUALISM), JANUARY 1973.

DESCRIPTOR: *BICULTURALISM; *BILINGUAL EDUCATION;
*BILINGUALISM; ENGLISH; *INSTRUCTIONAL MATERIALS;
MATHEMATICS; MEXICAN AMERICANS; MINORITY GROUPS;
*NEWSLETTERS; PORTUGUESE; PUERTO RICANS; SPANISH; SPANISH
SPEAKING

DESCRIPTIVE NOTE: 24P.

THIS NEWSLETTER, INTENDED TO PROMOTE THE CAUSE OF
BILINGUAL-BICULTURAL EDUCATION, CONTAINS ARTICLES ON
"CHICANO FEDERATION AND BILINGUAL-BICULTURAL EDUCATION,"
"HAVE I GOT A MATH SERIES FOR YOU," "PUERTO RICAN SOCIAL
STUDIES PERSPECTIVE," AND "MULTILINGUAL ASSESSMENT PROGRAM
BUILDS BETTER TESTING MOUSETRAP." THE FIRST ARTICLE APPEARS
IN SPANISH AND ENGLISH. (SK)

ACCESSION NUMBER: ED077296

PUBLICATION DATE: 25 NOV 72

TITLE: REPORT ON A PROJECT TO APPLY SOCIOLINGUISTIC RESEARCH FINDINGS TO EDUCATIONAL NEEDS OF MEXICAN AMERICAN BILINGUAL/BICULTURALS.

PERSONAL AUTHOR: ORNSTEIN, JACOB

DESCRIPTOR: *BICULTURALISM; BILINGUAL EDUCATION;
*BILINGUALISM; DATA BASES; ENGLISH; HYPOTHESIS TESTING;
*LANGUAGE SKILLS; MEXICAN AMERICANS; MINORITY GROUPS;
QUESTIONNAIRES; RESEARCH; *SOCIOLINGUISTICS; *SPANISH
SPEAKING; TAXONOMY

DESCRIPTIVE NOTE: 29P.; PAPER DELIVERED AT THE 6TH ANNUAL MEETING OF THE AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES, ATLANTA, GA., NOVEMBER 25, 1972

ACCORDING TO THIS REPORT, THE ACCOMPLISHMENTS OF THE SOCIOLINGUISTICS STUDIES ON SOUTHWEST BILINGUALISM HAVE BEEN TO (1) ELICIT A CORPUS OF THE SPEECH (SPANISH, ENGLISH, AND MIXED) OF SEVERAL HUNDRED YOUNG ADULTS AND SET UP TAXONOMIES OF LEADING VARIABLES IN BOTH LANGUAGES; (2) DEVISE AND APPLY A SOCIOLINGUISTIC BACKGROUND QUESTIONNAIRE WITH OVER 90 DEMOGRAPHIC, ATTITUDINAL, AND LANGUAGE USAGE ITEMS; (3) ESTABLISHED WORKING HYPOTHESES FOR CORRELATING SUCH DATA WITH SCHOOL PERFORMANCE RECORDS; AND (4) DEVELOP A TENTATIVE WORKING MODEL (RATIONAL BILINGUALISM) TO CORRELATE SOCIAL AND EDUCATIONAL FACTORS WITH LANGUAGE SKILLS. APPLICATIONS OF THE GROWING DATA BANK ARE ANTICIPATED IN PROGRAMS AIMED AT CURRICULAR CHANGE FOR CULTURALLY AND LINGUISTICALLY DIVERGENT PUPILS AND STUDENTS, SPECIAL TEXTS AND PROGRAMS INTENDED FOR BILINGUALS IN BOTH SPANISH AND ENGLISH, AND ATTITUDINAL PROFILES OF BILINGUALS/BICULTURALS USEFUL IN UNDERSTANDING AND COPING WITH THE SPECIAL PROBLEMS OF THIS POPULATION AND RELATED ONES (PUERTO RICAN, CUBAN, AND OTHER SPANISH-ENGLISH SPEAKERS). (AUTHOR/SK)

ACCESSION NUMBER: ED077299

PUBLICATION DATE: FEB 73

TITLE: MATERIALES EN MARCHA PARA EL ESFUERZO
BILINGUE--BICULTURAL (MATERIALS ON THE MARCH FOR THE
PROMOTION OF BILINGUALISM/BICULTURALISM), FEBRUARY 1973.

DESCRIPTOR: *BICULTURALISM; *BILINGUAL EDUCATION;
*BILINGUALISM; BIOLOGY; ENGLISH; ENGLISH (SECOND LANGUAGE);
*INSTRUCTIONAL MATERIALS; MEXICAN AMERICANS; MINORITY
GROUPS; *NEWSLETTERS; PORTUGUESE; SPANISH; SPANISH SPEAKING

IDENTIFIER: LINCOLN (ABRAHAM)

DESCRIPTIVE NOTE: 20P.

THIS NEWSLETTER IS INTENDED TO PROMOTE THE CAUSE OF
BILINGUAL-BICULTURAL EDUCATION. IT CONTAINS A POEM
CELEBRATING THE BIRTHDAY OF ABRAHAM LINCOLN AND ARTICLES ON
"EXPLORING MODERN BILINGUAL BIOLOGY," "NEW COVERS ON THE ESL
SCENE," "BILINGUAL-BICULTURAL EDUCATION: BACKGROUND AND
FOREGROUND," AND "FIELD-TESTING FAVORITES: THIRD-GRADE
LESSON FOR 'NATURALEZA Y SOCIEDAD'." (SK)

ACCESSION NUMBER: ED077615

PUBLICATION DATE: 49

TITLE: IN STEP WITH THE STATES. A COMPARISON OF STATE AND INDIAN SERVICE EDUCATIONAL OBJECTIVES AND METHODS.

PERSONAL AUTHOR: HOWARD, HOMER H.

DESCRIPTOR: *AMERICAN INDIANS; BILINGUAL EDUCATION;
*COMPARATIVE ANALYSIS; COURSE OBJECTIVES; *CURRICULUM
DEVELOPMENT; ESKIMOS; *FEDERAL PROGRAMS; FLEXIBLE
SCHEDULING; RURAL SCHOOLS; STUDENT NEEDS; *TEACHING
PROCEDURES

IDENTIFIER: RIA; *BUREAU OF INDIAN AFFAIRS

DESCRIPTIVE NOTE: 110P.

THE PURPOSE OF THIS 1949 BOOK IS TO SUMMARIZE THE BELIEFS OF THE EDUCATION DIVISION OF THE UNITED STATES INDIAN SERVICE AND TO PRESENT SUMMARIZED STATEMENTS OF THE EDUCATIONAL OBJECTIVES AND TEACHING PRACTICES OF ALASKA AND THE 15 STATES WHERE THE INDIAN SERVICE OPERATES SCHOOLS. PART I ANSWERS SUCH QUESTIONS AS HOW PUBLIC SCHOOLS ARE CHANGING; ARE ALL PUBLIC SCHOOLS GOOD SCHOOLS; AND WHY INDIAN SCHOOLS CHANGE RAPIDLY. THE EDUCATIONAL APPROACH, THE PRIMARY OBJECTIVES OF INDIAN SCHOOLS, THE PROVISIONS FOR INDIVIDUAL DIFFERENCES, AND SURVEYS AS FOUNDATIONS FOR CURRICULUM DEVELOPMENT ARE ADDITIONAL TOPICS DISCUSSED IN PART I. PART II REVIEWS COURSES OF STUDY IN ARIZONA, COLORADO, FLORIDA, MINNESOTA, NEBRASKA, NEVADA, NEW MEXICO, NORTH CAROLINA, NORTH DAKOTA, OKLAHOMA, OREGON, SOUTH DAKOTA, TEXAS, UTAH, AND WASHINGTON. THE COURSE OF STUDY FOR ALASKA'S ELEMENTARY AND SECONDARY TERRITORIAL SCHOOLS IS EXAMINED IN PART III. (HBC)

ACCESSION NUMBER: EDC77617

PUBLICATION DATE: 14 APR 73

TITLE: IS BILINGUAL EDUCATION SHORTCHANGING THE CHICANO?

PERSONAL AUTHOR: TREVINO, ROBERT E.

DESCRIPTOR: ACCULTURATION; ACHIEVEMENT; *BICULTURALISM;
*BILINGUAL EDUCATION; CULTURAL DIFFERENCES; *EDUCATIONALLY
DISADVANTAGED; EDUCATIONAL PROGRAMS; ENGLISH (SECOND
LANGUAGE); INTELLIGENCE TESTS; LINGUISTICS; *MEXICAN
AMERICANS; PARENT PARTICIPATION; SELF CONCEPT; *SPANISH
SPEAKING; TEACHER EDUCATION

DESCRIPTIVE NOTE: 26P.; PAPER PREPARED FOR SYMPOSIUM ON THE
EDUCATION OF MEXICAN AMERICANS, SOCIETY FOR APPLIED
ANTHROPOLOGY MEETING, TUCSON, ARIZ., APRIL 12-14, 1973

INVESTIGATING NON-LINGUISTIC FACTORS WHICH MAY HAVE
CONTRIBUTED SIGNIFICANTLY TO CHICANOS' EDUCATIONAL PROBLEMS,
THE STUDY DETERMINED THAT THE MAJOR OBJECTIVE OF BILINGUAL
EDUCATION SHOULD BE TO CORRECT THE CHICANO CHILD'S NEGATIVE
SELF-IMAGE. FATALISM, A LEGACY OF POVERTY, DROPOUTS CAUSED
BY LANGUAGE AND CULTURE CONFLICTS, LOW ACHIEVEMENT ON
ENGLISH-BASED IQ TESTS, AND ACCULTURATION DEMANDS THAT
NEGATE NATIVE CULTURES WERE CITED AS FACTORS THAT DETER THE
PROGRESS OF BILINGUAL EDUCATION. BILINGUAL EDUCATION OFTEN
MERELY TAUGHT CHILDREN TO "PARROT" ENGLISH, INSTEAD OF
SUPPORTING BILINGUAL-BICULTURAL OPPORTUNITIES. ONE PROGRAM
THAT HAS INCORPORATED 2 LANGUAGES AND 2 SEPARATE CULTURAL
SYSTEMS IS THE BILINGUAL/BICULTURAL FOLLOW-THROUGH MODEL FOR
GRADES K-12 AT THE UNIVERSITY OF CALIFORNIA, RIVERSIDE. THIS
PROGRAM INCLUDED PARENT INVOLVEMENT, SPANISH AS A SECOND
LANGUAGE FOR TEACHERS, COMMUNITY PARTICIPATION, HOME
TEACHING AND HERITAGE CURRICULUM DEVELOPMENT, AND
CULTURE-MATCHING TEACHING STRATEGIES. (KM)

ACCESSION NUMBER: ED077977

TITLE: THE TESTING OF BICULTURAL CHILDREN.

PERSONAL AUTHOR: BERNARDONI, LOUIS C.

DESCRIPTOR: *ACHIEVEMENT TESTS; AMERICAN INDIANS;
*BILINGUAL STUDENTS; *CULTURAL DIFFERENCES; GUIDES;
*INTELLIGENCE TESTS; *STUDENT TESTING; TEST SELECTION

IDENTIFIER: ARTHUR PERFORMANCE SCALE; GOODENOUGH DRAW A MAN
TEST

DESCRIPTIVE NOTE: 6P.; SHARING IDEAS; V4 N2

SOME OF THE PROBLEMS INVOLVED IN THE USE OF INTELLIGENCE AND ACHIEVEMENT TESTS WITH BICULTURAL STUDENTS ARE DISCUSSED. SOME TESTS ARE "FAIR" TO BICULTURAL GROUPS. THE ARTHUR PERFORMANCE SCALE AND THE GOODENOUGH DRAW-A-MAN-TEST ARE FAIR TO CERTAIN HOPI AND NAVAJO INDIAN GROUPS. THE USE OF THESE TESTS HAS BEEN LIMITED BECAUSE THEY HAVE NOT CORRELATED HIGHLY WITH THE ACADEMIC ACHIEVEMENT OF THESE GROUPS. THE FOLLOWING GUIDELINES ARE GIVEN FOR THE TESTING OF THE INTELLIGENCE OF BICULTURAL CHILDREN: (1) IT IS UNREALISTIC TO EXPECT AN INTELLIGENCE TEST TO BE MAGICALLY "FAIR" TO ALL CULTURES AND ACCURATELY PREDICT BEHAVIOR WHEN THE VALUES AFFECTING THE DEFINITION OF INTELLIGENT BEHAVIOR VARY DRASTICALLY; (2) TESTS WHICH MAY BE "FAIR" FOR ONE BICULTURAL GROUP MAY NOT CORRELATE WITH ACHIEVEMENT AND HENCE BE OF LIMITED VALUE TO EDUCATORS; (3) INTELLIGENCE TESTS SHOULD NOT BE GIVEN TO BICULTURAL STUDENTS SIMPLY BECAUSE IT IS ROUTINELY GIVEN TO THE OTHER STUDENTS; (4) INDIVIDUAL TESTS SHOULD BE GIVEN WHEN FEASIBLE SO THAT TEST-TAKING BEHAVIOR MAY BE BETTER CONTROLLED; (5) A TEST WHICH SEPARATES VERBAL AND NON-VERBAL SCORES MAY BE MORE DESCRIPTIVE OF THE RELATIVE ABILITY OF UPPER GRADE BICULTURAL STUDENTS; (6) TEST RESULTS FOR BICULTURAL STUDENTS SHOULD BE USED WITH A GREAT DEAL OF RESERVATION BY PEOPLE WHO ARE FAMILIAR WITH TESTING BICULTURAL STUDENTS; AND (7) IT IS IMPERATIVE THAT OTHER SOURCES OF INFORMATION BE USED IN CONJUNCTION WITH READ TEST SCORES. ACHIEVEMENT TESTS CAN BE USED AS A MEASURE OF BICULTURAL CHILDREN'S SUCCESS IN SCHOOL, WITH RESERVATIONS RELATING TO LANGUAGE AND CULTURAL FACTORS. (DR)

ACCESSION NUMBER: ED078071

TITLE: AN EVALUATIVE STUDY OF THE ROCK ENGLISH AS A SECOND LANGUAGE PROGRAM IN SPANISH-ENGLISH BILINGUAL PROJECTS.

PERSONAL AUTHOR: RAMIREZ, A. R.; AND OTHERS

DESCRIPTOR: *BILINGUAL EDUCATION; COMMUNICATION SKILLS; ELEMENTARY SCHOOL STUDENTS; *ENGLISH (SECOND LANGUAGE); *MEXICAN AMERICANS; PHONOLOGY; PRESCHOOL CHILDREN; *PROGRAM EVALUATION; PRONUNCIATION; SECOND LANGUAGE LEARNING; SPANISH SPEAKING; SYNTAX; TEACHING TECHNIQUES; TECHNICAL REPORTS; TEST RESULTS; VOCABULARY

DESCRIPTIVE NOTE: 5P.

BILINGUAL EDUCATION PROGRAMS FOR MEXICAN-AMERICAN PRESCHOOL AND ELEMENTARY GRADE PUPILS ALMOST INVARIABLY INCLUDE INSTRUCTION IN ENGLISH AS A SECOND LANGUAGE (ESL). WHILE USUAL ESL PROGRAMS FOR YOUNG SPANISH-SPEAKING CHILDREN EMPHASIZE PRONUNCIATION DRILL (MINIMAL-PAIR DRILLS: PIT-BIT, CHOOSE-SHOES), AN ALTERNATIVE APPROACH DEEMPHASIZES PHONOLOGICAL DRILL WHILE CONCENTRATING ON TEACHING OF WORD ORDER (SYNTACTIC STRUCTURE). RESULTS OF SEVERAL STUDIES FROM BILINGUAL PROJECTS IN LOWER RIO GRANDE VALLEY REPLICATE FINDINGS THAT EXPERIMENTAL GROUPS PERFORM NO BETTER THAN CONTROL (NO FORMAL ESL INSTRUCTION) GROUPS ON PRONUNCIATION, VOCABULARY, AND COMMUNICATION BUT SCORE SIGNIFICANTLY HIGHER ON STRUCTURE. FORMAL SYNTACTICAL DRILL TO LEARN NEW WORD ORDER MAY BE MORE IMPORTANT THAN PHONOLOGICAL ANALYSES IN ESL INSTRUCTION. (AUTHOR)

ACCESSION NUMBER: EDC78116

PUBLICATION DATE: MAR 73

TITLE: PAPERS PRESENTED AT THE NATIONAL EQUAL EDUCATION INSTITUTE, ST. LOUIS, MISSOURI, MARCH 1973.

PERSONAL AUTHOR: OVERLAN, S. FRANCIS; AND OTHERS

DESCRIPTOR: AFRICAN AMERICAN STUDIES; AMERICAN INDIANS; *BILINGUAL EDUCATION; EDUCATIONAL CHANGE; EDUCATION VOUCHERS; *EQUAL EDUCATION; *INSERVICE TEACHER EDUCATION; INTEGRATION METHODS; MEXICAN AMERICANS; *PARENT PARTICIPATION; PROGRAM EVALUATION; PUERTO RICANS; PUPIL PERSONNEL SERVICES; *SCHOOL INTEGRATION; STUDENT GROUPING

DESCRIPTIVE NOTE: 124P.; PAPERS PRESENTED AT THE NATIONAL EQUAL EDUCATIONAL INSTITUTE, ST. LOUIS, MO., MARCH 1973

CONTENTS INCLUDE THE FOLLOWING PAPERS: (1) "VOUCHING FOR SCHOOL DESEGREGATION," A DISCUSSION OF THE "REGULATED COMPENSATORY VOUCHER PLAN" PROPOSED BY THE CENTER FOR THE STUDY OF PUBLIC POLICY (A PRIVATE NON-PROFIT RESEARCH GROUP IN CAMBRIDGE, MASSACHUSETTS) IN 1969; (2) "PARENTAL INVOLVEMENT IN THE DESEGREGATED SCHOOL," VINCENT J. VILLA; (3) "GROUPING FOR INSTRUCTION," WARREN G. FINDLEY; (4) "PUERTO RICANS AND EDUCATION," A REPORT PREPARED BY THE PUERTO RICAN CONGRESS; (5) "EVALUATING INTEGRATED EDUCATION," A REPORT ON THE PROCEDURES DEVELOPED BY THE WESTERN REGIONAL SCHOOL DESEGREGATION PROJECTS, UNIVERSITY OF CALIFORNIA AT RIVERSIDE; (6) "TEACHER IN-SERVICE TRAINING IN A DESEGREGATED SCHOOL SETTING," BARBARA LOVE; (7) "THE ROLE OF BLACK CURRICULUM IN A DESEGREGATED SCHOOL SETTING," R. LOVE; (8) "IT TAKES MORE THAN THE ADMINISTRATOR," ROBERT JIMENEZ; (9) "ORGANIZING TECHNIQUES AND PRINCIPLES FOR CHANGE," FREDERICK AHEARN; (10) "PUPIL PERSONNEL SERVICES IN A DESEGREGATED SCHOOL SETTING," ROBERT V. GUTHRIE; (11) "TRAINING TEACHERS FOR BILINGUAL--BICULTURAL PROGRAMS," EDUCATION/INSTRUCTION, INC.; (12) "NATIVE AMERICANS, CURRICULUM REVISION, AND DESEGREGATION," JACK D. FORRES; (13) "TOWARD A CHICANO CURRICULUM;" (14) "A POSITION PAPER ON COMMUNITY ORGANIZATION IN A DESEGREGATED SETTING," SOUTHWEST PROGRAM DEVELOPMENT CORP.; (15) "TRAINING CLASSROOM PERSONNEL IN DEALING WITH BILINGUAL/BICULTURAL CHILDREN;" (16) "INDIAN EDUCATION: SOME ALTERNATIVES," ANDREW P. LAWSON. (JM)

ACCESSION NUMBER: ED078374

PUBLICATION DATE: 73

TITLE: DIALECT IN RELATION TO READING ACHIEVEMENT:
RECORDING, ENCODING, OR MERELY A CODE?

PERSONAL AUTHOR: LUCAS, MARILYN S.; SINGER, HARRY

DESCRIPTOR: *BILINGUALISM; DIALECTS; *ELEMENTARY GRADES;
GRADE 1; GRADE 2; GRADE 3; *MEXICAN AMERICANS; ORAL READING;
READING; READING ABILITY; *READING ACHIEVEMENT; *READING
RESEARCH; READING SKILLS

DESCRIPTIVE NOTE: 32P.; PAPER PRESENTED AT THE ANNUAL
MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSN. (NEW
ORLEANS, LOUISIANA, FEBRUARY 25-MARCH 1, 1973)

DIALECT HAS BEEN A PROMINENT SUSPECT IN RECENT YEARS AS A CAUSAL FACTOR IN THE DISPARITY BETWEEN ACHIEVEMENT OF THE MAJORITY GROUP AND OF CERTAIN MINORITY GROUPS, INCLUDING MEXICAN-AMERICANS. THE PURPOSE OF THIS STUDY WAS TO DISCOVER WHETHER THERE IS A SIGNIFICANT RELATIONSHIP BETWEEN DIALECT AND ORAL READING ACHIEVEMENT IN GRADES 1-3 FOR MEXICAN-AMERICAN CHILDREN AND, IF SO, TO SPECIFY THE NATURE OF THE RELATIONSHIP. SIXTY CHILDREN FROM GRADES 1-3 WITH SPANISH SURNAMES WERE GIVEN THE GATES-MCKILLOP READING DIAGNOSTIC TEST TO DETERMINE THEIR ORAL READING PERFORMANCE. A BILINGUAL SPEAKER INTERVIEWED PARENTS AND SCORED A LANGUAGE BACKGROUND SCALE. SPONTANEOUS LANGUAGE RESPONSES WERE ASSESSED BY USING THE CHILDREN'S APPERCEPTION TEST. SEVEN SELECTED SUBTESTS FROM THE ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES (ITPA), REVISED EDITION, WERE USED TO MEASURE THE SUBJECTS' LANGUAGE PROCESSING ABILITIES IN ENGLISH. SOME OF THE RESULTS INDICATED: (1) THE SAMPLE WAS APPROXIMATELY AT THE NORMATIVE MEAN IN GRADE ONE AND HALF A YEAR BELOW THE MEAN IN GRADE TWO IN ONE SCHOOL AND IN GRADE THREE IN BOTH SCHOOLS; (2) DIFFERENT ABILITIES BECOME SIGNIFICANT AT DIFFERENT STAGES OF THE CHILD'S READING PROGRESS; AND (3) CHILDREN WHO EXPERIENCE MORE SPANISH IN THE HOME TEND TO BE LOWER IN SYNTACTIC ABILITY. (WR)

ACCESSION NUMBER: ED078679

PUBLICATION DATE: JUN 73

TITLE: CARRASCOLENDAS: NATIONAL EVALUATION OF A
SPANISH/ENGLISH EDUCATIONAL TELEVISION SERIES. FINAL REPORT.

PERSONAL AUTHOR: WILLIAMS, FREDERICK; AND OTHERS

DESCRIPTOR: ATTITUDES; *BILINGUAL EDUCATION; *BILINGUAL
STUDENTS; EDUCATIONAL RESEARCH; *EDUCATIONAL TELEVISION;
ELEMENTARY SCHOOL MATHEMATICS; ELEMENTARY SCHOOL SCIENCE;
ENGLISH (SECOND LANGUAGE); GRADE 1; GRADE 2; HISTORY;
KINDERGARTEN; LANGUAGE FLUENCY; LANGUAGE SKILLS; PHONEME
GRAPHEME CORRESPONDENCE; *PROGRAM EVALUATION; SPANISH;
SPANISH AMERICANS; SPANISH CULTURE; *SPANISH SPEAKING;
TELEVISION

IDENTIFIER: *CARRASCOLENDAS; PUBLIC BROADCASTING SERVICE

DESCRIPTIVE NOTE: 416P.

A FIELD EXPERIMENT, ATTITUDE SURVEYS, AND A PROCESS
EVALUATION WERE CONDUCTED IN ORDER TO EVALUATE THE THIRD
YEAR OF CARRASCOLENDAS, A KINDERGARTEN--SECOND GRADE
BILINGUAL SERIES CARRIED NATIONWIDE ON THE PUBLIC
BROADCASTING SERVICE. TEST SCORES SHOWED THAT MATERIAL
PRESENTED IN SPANISH HAD A SIGNIFICANT IMPACT ON LEARNING IN
HISTORY AND CULTURE. FIRST GRADERS SHOWED MARKED IMPROVEMENT
IN ENGLISH AND SPANISH LANGUAGE SKILLS. SEVERAL CONTENT
AREAS WERE AFFECTED: HISTORY, CULTURE, ENGLISH AND SPANISH
LANGUAGE SKILLS, AND MATH. SECOND GRADERS BENEFITED LEAST,
SHOWING SIGNIFICANT GAINS ONLY IN THE SPANISH CONTENT AREA
OF HISTORY AND CULTURE AND IN ENGLISH FLUENCY. THERE WAS
LITTLE IMPACT UPON THE SPANISH CONTENT AREAS OF SCIENCE,
PHONEME/GRAPHEME RELATIONS, AND LANGUAGE MIXING. ATTITUDES
OF TEACHERS, PARENTS, AND CHILDREN TOWARD THE SERIES WERE
POSITIVE, AND A GROWTH OF PRIDE IN MEXICAN CULTURE AND
INCREASED USE OF THE SPANISH LANGUAGE WERE NOTED. THE
PROCESS EVALUATION FOUND IMPROVEMENT IN THE MANAGEMENT OF
THE PROJECT, ALTHOUGH INSUFFICIENT DISSEMINATION OF
INFORMATION ABOUT THE SERIES TO POTENTIAL VIEWERS WAS
REGARDED AS A SALIENT SHORTCOMING. (PB)

ACCESSION NUMBER: ED078704

PUBLICATION DATE: 4 JAN 72

TITLE: CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION
PROGRAMS: PROYECTO PAL.

PERSONAL AUTHOR: GONZALEZ, CASTOR

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION;
BILINGUALISM; COGNITIVE DEVELOPMENT; *CONTENT ANALYSIS;
CURRICULUM DESIGN; EDUCATIONAL FINANCE; ELEMENTARY GRADES;
*ENGLISH; KINDERGARTEN CHILDREN; LEARNING THEORIES; *MEXICAN
AMERICANS; PRESCHOOL CHILDREN; PROGRAM COSTS; SELF ESTEEM;
SOCIOLINGUISTICS; *SPANISH; STUDENT GROUPING; TUTORING

IDENTIFIER: CALIFORNIA; *PROJECT REST; PROYECTO PAL; SAN
JOSE

DESCRIPTIVE NOTE: 32P.

THIS CONTENT ANALYSIS SCHEDULE FOR "PROYECTO PAL" IN SAN JOSE, CALIFORNIA, PRESENTS INFORMATION ON THE HISTORY, FUNDING, AND SCOPE OF THE PROJECT. INCLUDED ARE SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND DOMINANT LANGUAGES OF STUDENTS AND THEIR INTERACTION. INFORMATION IS PROVIDED ON STAFF SELECTION AND THE LINGUISTIC BACKGROUND OF PROJECT TEACHERS, INCLUDING A SUMMARY OF THE PRE- AND INSERVICE STAFF QUESTIONNAIRE. AN ASSESSMENT IS MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL. INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING, TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT. THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES, THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF EVALUATION. ATTACHED IS A SUMMARY OF PRE-TEST RESULTS OF THE ALUM ROCK UNIFIED SCHOOL DISTRICT TITLE VI: BILINGUAL EDUCATION PROJECT. (SK)

ACCESSION NUMBER: ED078705

PUBLICATION DATE: 71

TITLE: CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION
PROGRAMS: BILINGUAL EDUCATION CENTER.

PERSONAL AUTHOR: LOPEZ-FERRER, EDGARDO; AND OTHERS

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION;
BILINGUALISM; COGNITIVE DEVELOPMENT; *CONTENT ANALYSIS;
CURRICULUM DESIGN; EDUCATIONAL FINANCE; ELEMENTARY GRADES;
ENGLISH; HIGH SCHOOL STUDENTS; JUNIOR HIGH SCHOOL STUDENTS;
LEARNING THEORIES; *MEXICAN AMERICANS; PRESCHOOL CHILDREN;
PROGRAM COSTS; *PUERTO RICANS; SELF ESTEEM;
SOCIOLINGUISTICS; *SPANISH; STUDENT GROUPING; TUTORING

IDENTIFIER: CHICAGO PUBLIC SCHOOLS; *PROJECT BEST

DESCRIPTIVE NOTE: 62P.

THIS CONTENT ANALYSIS SCHEDULE FOR THE BILINGUAL EDUCATION CENTER OF CHICAGO PRESENTS INFORMATION ON THE HISTORY, FUNDING, AND SCOPE OF THE PROJECT. INCLUDED ARE SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND DOMINANT LANGUAGE OF STUDENTS AND THEIR INTERACTION. INFORMATION IS PROVIDED ON STAFF SELECTION AND THE LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT IS MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT, AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL. INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING, TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT. THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES, THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF EVALUATION. ATTACHED ARE VARIOUS GRAPHS AND TABLES WHICH SUPPLY ADDITIONAL DATA. (SK)

ACCESSION NUMBER: ED078714

TITLE: AN INSTRUCTIONAL MODEL FOR TEACHING "UNIVERSITY"
ENGLISH TO MEXICAN-AMERICAN BILINGUALS.

PERSONAL AUTHOR: ELERICK, CHARLES

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION;
BILINGUALISM; *ENGLISH; ENGLISH (SECOND LANGUAGE); GRAMMAR;
*LANGUAGE INSTRUCTION; LINGUISTICS; *MEXICAN AMERICANS;
MINORITY GROUPS; *SPANISH; TEACHING METHODS; TEACHING
TECHNIQUES

DESCRIPTIVE NOTE: 6P.

THE DATA AND OBSERVATIONS OFFERED HERE REPRESENT A MODEL FOR THE ORGANIZATION OF RELEVANT FACTS OF SPANISH AND ENGLISH FOR USE IN TEACHING ENGLISH COMPOSITION TO BILINGUAL MEXICAN-AMERICANS. THIS APPROACH, AMPLIFIED TO INCLUDE MATERIAL FROM MANY FACETS OF THE GRAMMARS OF SPANISH AND ENGLISH, CAN PROVIDE THE BASIS FOR TEACHING ENGLISH TO BILINGUALS IN A WAY THAT RESPECTS BILINGUALISM AS AN ASSET AND AS AN ACCOMPLISHMENT, WHILE HELPING THE STUDENT DRAW THE LINES THAT DISTINGUISH HIS TWO LANGUAGES. (AUTHOR/SK)

ACCESSION NUMBER: ED078715

PUBLICATION DATE: APR 73

TITLE: TRENDS IN THE STUDY OF ATHAPASKAN LANGUAGE
MAINTENANCE AND BILINGUALISM. NAVAJO READING STUDY PROGRESS
REPORT NO. 21.

PERSONAL AUTHOR: KARI, JAMES; SPOLSKY, BERNARD

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; *BILINGUAL
EDUCATION; *BILINGUALISM; LANGUAGE ENRICHMENT; LANGUAGE
INSTRUCTION; *LANGUAGE RESEARCH; LINGUISTICS; MINORITY
GROUPS; NATIVE SPEAKERS; *NAVAHO; SECOND LANGUAGES;
SOCIOLINGUISTICS

IDENTIFIER: *ATHAPASKAN

DESCRIPTIVE NOTE: 48P.; EXPANDED VERSION OF A PAPER
PRESENTED AT THE WORKSHOP ON RESEARCH PROBLEMS IN SOUTHWEST
AREAL LINGUISTICS II, ALBUQUERQUE, NEW MEXICO, APRIL 26-28,
1973

THIS REPORT DISCUSSES TRENDS IN THE STUDY OF ATHAPASKAN,
CONCENTRATING ON LANGUAGE MAINTENANCE AND BILINGUALISM. IT
PRESENTS BOTH THE POTENTIAL RICHNESS AND THE ACTUAL POVERTY
OF STUDIES OF SOCIOLINGUISTIC ASPECTS OF THE ATHAPASKAN
LANGUAGES. NOTED ARE TWO TRENDS--(1) THERE IS A GREATER
INTEREST AMONG LINGUISTS IN THE STUDIES OF LANGUAGE IN USE:
STUDIES OF CONTEXT, OF DIVERSITY, AND OF THE SOCIOLOGICAL
ASPECTS OF LANGUAGE WHICH ARE NO LONGER CONSIDERED
UNINTERESTING; AND (2) THERE IS EVIDENCE OF AN INCREASING
SENSE OF RESPONSIBILITY TOWARD THE SPEAKERS OF AMERICAN
INDIAN LANGUAGES. THE REPORT ANTICIPATES RAPID ADVANCES IN
THE STUDY OF ATHAPASKAN LANGUAGE MAINTENANCE AND
BILINGUALISM. (SK)

ACCESSION NUMBER: ED078973

PUBLICATION DATE: 70

TITLE: EVALUATION REPORT OF THE BILINGUAL EDUCATION PROGRAM.
HARLANDALE INDEPENDENT SCHOOL DISTRICT, SAN MARCOS
INDEPENDENT SCHOOL DISTRICT, SOUTHWEST TEXAS STATE
UNIVERSITY, 1969-70.

PERSONAL AUTHOR: HUGHES, B. E.

DESCRIPTOR: ATTENDANCE; *BILINGUAL EDUCATION; *ELEMENTARY
GRADES; ENGLISH (SECOND LANGUAGE); LANGUAGE DEVELOPMENT;
*MEXICAN AMERICANS; *PROGRAM EVALUATION; RATING SCALES; SELF
CONCEPT; *TABLES (DATA)

IDENTIFIER: *TEXAS

DESCRIPTIVE NOTE: 60P.; RELATED DOCUMENTS ARE ED 055 686
AND ED 071 755

THE BILINGUAL EDUCATION PROGRAM FOR 1969-70 WAS EVALUATED
IN THIS REPORT. THE PROGRAM CONSISTED OF 1,220 MEXICAN
AMERICAN PUPILS IN GRADES 1-3 IN HARLANDALE INDEPENDENT
SCHOOL DISTRICT, SAN MARCOS INDEPENDENT SCHOOL DISTRICT, AND
ST. JOHN'S CATHOLIC SCHOOL IN SAN MARCOS. ITS PRIMARY
OBJECTIVE WAS TO PROVIDE A LEARNING SITUATION TO MEET THE
SPECIAL NEEDS OF CHILDREN WHO SPEAK LIMITED ENGLISH AND
WHOSE DOMINANT LANGUAGE IS SPANISH. ITS GOAL WAS TO HELP THE
CHILD ACHIEVE NORMAL EDUCATIONAL PROGRESS BY THIRD GRADE.
THE PROGRAM INVOLVED 5 COMPONENTS: CURRICULUM DEVELOPMENT,
INSTRUCTION, TEACHING IMPROVEMENT, COMMUNITY INVOLVEMENT,
AND PROJECT COORDINATION. SPECIFIC OBJECTIVES FOR EACH
COMPONENT, PARTICIPANTS, MEASURING DEVICES, AND AN ANALYSIS
OF DATA OBTAINED WERE PRESENTED. TABULAR DATA COVERED
TEACHERS, SCHOOLS, AND PUPILS; C.A. AND I.Q. SCORES FOR
FIRST GRADE; METROPOLITAN ACHIEVEMENT TEST SCORES IN ENGLISH
LANGUAGE ARTS AND MATH; ATTENDANCE PERCENTAGES; COMPARISONS
OF INFERRED SELF-CONCEPT JUDGMENT SCALE RESULTS; AND
TEACHERS' RATING. APPENDICES INCLUDED SAMPLE RATING SCALES
AND QUESTIONNAIRES, PARENTS' COMMENTS, AND A SAMPLE LESSON
FROM A FIRST GRADE SOCIAL STUDIES UNIT. (NQ)

ACCESSION NUMBER: ED078992

PUBLICATION DATE: JUN 73

TITLE: JUDGING PERSONALITY FROM SPEECH: A PILOT STUDY OF THE ATTITUDES TOWARD ETHNIC GROUPS OF STUDENTS IN MONOLINGUAL SCHOOLS. RESEARCH AND DEVELOPMENT MEMORANDUM NO. 107.

PERSONAL AUTHOR: POLITZER, ROBERT L.; RAMIREZ, ARNULFO G.

DESCRIPTOR: ANGLO AMERICANS; *ATTITUDES; BILINGUAL EDUCATION; *ETHNIC GROUPS; *MEXICAN AMERICANS; *PERSONALITY STUDIES; SPANISH SPEAKING; *SPEECH

DESCRIPTIVE NOTE: 55P.; RELATED STUDY IS RC006926

THE PURPOSE OF THIS STUDY WAS TO INVESTIGATE THE ATTITUDES OF MEXICAN AMERICAN AND ANGLO AMERICAN STUDENTS TOWARD SPEECH TYPES THAT REPRESENT DIFFERENT SOCIAL AND ETHNIC GROUPS. THE SUBJECTS WERE 88 MEXICAN AMERICAN AND 61 ANGLO AMERICAN STUDENTS IN THE 3RD, 6TH, 9TH, AND 12TH GRADES IN 2 SCHOOL SYSTEMS. THE TECHNIQUE USED WAS THE MATCHED-GUISE METHOD IN WHICH EACH OF SEVERAL BILINGUAL SPEAKERS READ DIFFERENT PASSAGES IN VARYING LANGUAGES OR DIALECTS. MAJOR FINDINGS WERE THAT ACCENTED ENGLISH WAS DOWNGRADED BY ALL SUBJECTS; THAT THERE WAS LITTLE UPGRADING OF ANY GUISE BY THE MEXICAN AMERICANS, BY THE FEMALES, AND BY THE STUDENTS IN THE UPPER GRADES; AND THAT THERE WAS POSITIVE EVALUATION OF SPANISH IN THE UPPER GRADES, ESPECIALLY AMONG THE MEXICAN AMERICANS. (PS)

ACCESSION NUMBER: ED079009

PUBLICATION DATE: 73

TITLE: TEXAS MIGRANT LABOR. ANNUAL REPORT, 1972.

DESCRIPTOR: *AGRICULTURAL LABORERS; *ANNUAL REPORTS;
BILINGUAL EDUCATION; EDUCATION; FOREIGN WORKERS; HEALTH;
HOUSING; *MEXICAN AMERICANS; *MIGRANT WORKERS; MIGRATION
PATTERNS; RURAL DEVELOPMENT; *SOCIOECONOMIC INFLUENCES;
TABLES (DATA); VOCATIONAL EDUCATION

IDENTIFIER: *TEXAS

DESCRIPTIVE NOTE: 83P.; RELATED DOCUMENT IS ED 070 555

ORGANIZED UNDER A 1943 FEDERAL GRANT AND LATER CONSTITUTED AS A STATE AGENCY, THE GOOD NEIGHBOR COMMISSION OF TEXAS IS CHARGED WITH COORDINATING THE WORK OF FEDERAL, STATE, AND LOCAL GOVERNMENT UNITS IN IMPROVING TRAVEL AND WORKING CONDITIONS OF MIGRANT FARM WORKERS. A BASIC RESPONSIBILITY IS SURVEYING CONDITIONS AND DETERMINING PROBLEM AREAS RELATED TO MIGRANTS. IN 1971, THE 62ND LEGISLATURE GAVE THE COMMISSION THE RESPONSIBILITY FOR DEVELOPING, IN COORDINATION WITH STATE AGENCIES, SPECIFIC PROGRAMS TO MEET THE NEEDS OF AGRICULTURAL WORKERS AND THEIR FAMILIES. THE COMMISSION'S EFFORTS ARE THE BASIS FOR THIS 1972 ANNUAL REPORT. AN OVERVIEW OF TEXAS MIGRANT LABOR DESCRIBES THE EMERGENCE AND FINAL DOMINATION OF THE SEASONAL AGRICULTURAL LABOR FORCE BY SPANISH SPEAKING PEOPLE. THE FOLLOWING ARE DISCUSSED: TEXAS AGRICULTURE AND MIGRANT LABOR, ALIEN LABOR AND IMMIGRATION, TECHNICAL-VOCATIONAL EDUCATION IN TEXAS, AND CONSUMER STATE CONCERNS. CURRENT DEVELOPMENTS IN EDUCATION, HOUSING, HEALTH, JOBS, AND ECONOMICS ARE ALSO PRESENTED. THE TRENDS IN FARM LABOR AND WHAT HAS BEEN HAPPENING TO THE LOCAL DOMESTIC, MIGRATORY, AND FOREIGN WORKER IN THE PAST DECADE SUMMARIZE THE DATA. (NQ)

ACCESSION NUMBER: ED079671

PUBLICATION DATE: 73

TITLE: AN ANALYTICAL STUDY OF SECONDARY FRESHMEN BILINGUAL EDUCATION AND ITS EFFECT ON ACADEMIC ACHIEVEMENT AND ATTITUDE OF MEXICAN AMERICAN STUDENTS.

PERSONAL AUTHOR: COFFEY, DONALD DAVID

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; *BILINGUAL EDUCATION; COGNITIVE DEVELOPMENT; ENGLISH; ETHNIC GROUPS; *GRADE 9; MATHEMATICS; *MEXICAN AMERICANS; READING; READING RESEARCH; SECONDARY SCHOOL STUDENTS; SELF EVALUATION; *STUDENT ATTITUDES

DESCRIPTIVE NOTE: 204P.; ED.D. DISSERTATION, ARIZONA STATE UNIVERSITY

THE PURPOSES OF THIS STUDY WERE (1) TO DETERMINE WHETHER THE COGNITIVE ACHIEVEMENT IN THE ACADEMIC DISCIPLINES OF ENGLISH, MATHEMATICS, AND READING BY NINTH GRADE MEXICAN AMERICAN STUDENTS ENROLLED IN A BILINGUAL PROGRAM WAS SIGNIFICANTLY DIFFERENT FROM THAT OF NINTH GRADE MEXICAN AMERICAN STUDENTS ENROLLED IN A REGULAR PROGRAM; AND (2) TO DETERMINE IF ATTITUDES TOWARD SELF, SCHOOL, PEERS, AND TEACHERS WERE SIGNIFICANTLY DIFFERENT FOR NINTH GRADE MEXICAN AMERICAN STUDENTS ENROLLED IN A BILINGUAL PROGRAM THAN FOR NINTH GRADE MEXICAN AMERICAN STUDENTS ENROLLED IN A REGULAR SCHOOL PROGRAM. TWO HUNDRED RANDOMLY SELECTED NINTH GRADE MEXICAN AMERICAN STUDENTS WERE ADMINISTERED THE IOWA TEST OF EDUCATIONAL DEVELOPMENT, TEST 3 AND TEST 4; THE STANFORD DIAGNOSTIC READING TEST, LEVEL II; AND THE NEBRASKA ATTITUDE INVENTORY. DATA FROM THESE TESTS WERE ANALYZED USING A ONE-WAY ANALYSIS OF VARIANCE SIGNIFICANT AT THE .05 LEVEL OF CONFIDENCE. THE FINDINGS INDICATED THAT, WITH THE EXCEPTION OF MATHEMATICS, THERE WERE STATISTICALLY SIGNIFICANT DIFFERENCES BETWEEN GROUPS IN THE ACADEMIC DISCIPLINE OF ENGLISH AND THE AREA OF READING. THERE WAS ALSO A STATISTICALLY SIGNIFICANT DIFFERENCE BETWEEN GROUPS ON ATTITUDES TOWARD SELF, SCHOOL, PEERS, AND TEACHERS. (AUTHOR/WR)

AVAILABILITY: UNIVERSITY MICROFILMS, A XEROX COMPANY, DISSERTATION COPIES, POST OFFICE BOX 1764, ANN ARBOR, MICHIGAN 48106 (ORDER NO. 73-5305, MF \$4.00, XEROGRAPHY \$10.00)

ACCESSION NUMBER: ED080016

PUBLICATION DATE: 10 JUN 72

TITLE: HEALDSBURG BILINGUAL EDUCATION. CONTENT ANALYSIS
SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS.

PERSONAL AUTHOR: HESS, RICHARD T.; SHORE, MARIETTA SARAVIA

DESCRIPTOR: *BICULTURALISM; *BILINGUALISM; COGNITIVE
DEVELOPMENT; *CONTENT ANALYSIS; CURRICULUM DESIGN;
EDUCATIONAL FINANCE; *ENGLISH; LEARNING THEORIES; MEXICAN
AMERICANS; PROGRAM COSTS; SELF ESTEEM; SOCIOLINGUISTICS;
*SPANISH; STUDENT GROUPING; TUTORING

IDENTIFIER: CALIFORNIA; HEALDSBURG; *PROJECT BEST

DESCRIPTIVE NOTE: 28P.

THIS CONTENT ANALYSIS SCHEDULE FOR THE BILINGUAL EDUCATION PROGRAM OF THE HEALDSBURG UNION ELEMENTARY SCHOOL DISTRICT OF HEALDSBURG, CALIFORNIA, PRESENTS INFORMATION ON THE HISTORY, FUNDING, AND SCOPE OF THE PROJECT IN ITS SECOND YEAR. INCLUDED ARE SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND DOMINANT LANGUAGES OF STUDENTS AND THEIR INTERACTION. INFORMATION IS PROVIDED ON STAFF SELECTION AND THE LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT IS MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT, AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL. INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING, TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT. THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES, THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF EVALUATION. THIS SCHEDULE HAS BEEN VERIFIED. (SK)

ACCESSION NUMBER: ED080018

PUBLICATION DATE: 30 JUN 71

TITLE: TUCSON BILINGUAL BICULTURAL PROJECT. CONTENT ANALYSIS
SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS.

PERSONAL AUTHOR: HESS, RICHARD T.; AND OTHERS

DESCRIPTOR: ADULT EDUCATION PROGRAMS; *BICULTURALISM;
*BILINGUALISM; COGNITIVE DEVELOPMENT; *CONTENT ANALYSIS;
CURRICULUM DESIGN; EDUCATIONAL FINANCE; *ENGLISH; LEARNING
THEORIES; MEXICAN AMERICANS; PRE SCHOOL CHILDREN; PROGRAM
COSTS; SELF ESTEEM; SOCIOLINGUISTICS; *SPANISH; STUDENT
GROUPING; TUTORING

IDENTIFIER: *PROJECT BEST; TUCSON

DESCRIPTIVE NOTE: 35P.

THIS CONTENT ANALYSIS SCHEDULE FOR THE BILINGUAL BICULTURAL
PROJECT OF SCHOOL DISTRICT 1 OF PIMA COUNTY, TUCSON,
ARIZONA, PRESENTS INFORMATION ON THE HISTORY, FUNDING, AND
SCOPE OF THE PROJECT IN ITS SECOND YEAR. INCLUDED ARE
SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND
DOMINANT LANGUAGES OF STUDENTS AND THEIR INTERACTION.
INFORMATION IS PROVIDED ON STAFF SELECTION AND THE
LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT IS
MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT,
AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL.
INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING,
TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT.
THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES,
THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF
EVALUATION. THIS SCHEDULE HAS BEEN VERIFIED BY THE PROJECT.
(SK)

ACCESSION NUMBER: ED080019

PUBLICATION DATE: FEB 73

TITLE: BILINGUAL EDUCATION PROGRAM, ADELANTE CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS.

PERSONAL AUTHOR: EHPOLICH, ROSELIN; SHORE, MARIETTA SARAVIA

DESCRIPTOR: *BICULTURALISM; *BILINGUALISM; COGNITIVE DEVELOPMENT; *CONTENT ANALYSIS; CURRICULUM DESIGN; EDUCATIONAL FINANCE; *ENGLISH; HIGH SCHOOL STUDENTS; JUNIOR HIGH SCHOOL STUDENTS; LEARNING THEORIES; MEXICAN AMERICANS; PROGRAM COSTS; SELF ESTEEM; SOCIOLINGUISTICS; *SPANISH; STUDENT GROUPING; TUTORING

IDENTIFIER: CALIFORNIA; *PROJECT BEST; ST. HELENA

DESCRIPTIVE NOTE: 29P.

THIS CONTENT ANALYSIS SCHEDULE FOR THE BILINGUAL EDUCATION PROGRAM, ADELANTE, OF ST. HELENA, CALIFORNIA, PRESENTS INFORMATION ON THE HISTORY, FUNDING, AND SCOPE OF THE PROJECT IN ITS SECOND YEAR. INCLUDED ARE SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND DOMINANT LANGUAGES OF STUDENTS AND THEIR INTERACTION. INFORMATION IS PROVIDED ON STAFF SELECTION AND THE LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT IS MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT, AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL. INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING, TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT. THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES, THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF EVALUATION. THIS SCHEDULE HAS NOT BEEN VERIFIED. (SK)

ACCESSION NUMBER: EDC80021

PUBLICATION DATE: 2 DEC 71

TITLE: LOS ANGELES BILINGUAL SCHOOLS PROGRAM. CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS.

PERSONAL AUTHOR: CHARAS, SHEILA; HESS, RICHARD T.

DESCRIPTOR: *BICULTURALISM; *BILINGUALISM; COGNITIVE DEVELOPMENT; COMMUNITY INVOLVEMENT; *CONTENT ANALYSIS; CURRICULUM DESIGN; EDUCATIONAL FINANCE; *ENGLISH; KINDERGARTEN CHILDREN; LEARNING THEORIES; MEXICAN AMERICANS; PROGRAM COSTS; SELF ESTEEM; SOCIOLINGUISTICS; *SPANISH; STUDENT GROUPING; TUTORING

IDENTIFIER: LOS ANGELES; *PROJECT BEST

DESCRIPTIVE NOTE: 54P.

THIS CONTENT ANALYSIS SCHEDULE FOR THE BILINGUAL SCHOOLS PROGRAM OF THE LOS ANGELES UNIFIED SCHOOL DISTRICT PRESENTS INFORMATION ON THE HISTORY, FUNDING, AND SCOPE OF THE PROJECT IN ITS SECOND YEAR. INCLUDED ARE SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND DOMINANT LANGUAGES OF STUDENTS AND THEIR INTERACTION. INFORMATION IS PROVIDED ON STAFF SELECTION AND THE LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT IS MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT, AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL. INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING, TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT. THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES, THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF EVALUATION. ADDITIONAL INFORMATION IS INCLUDED ON INSTRUCTIONAL MATERIALS, PARENT INVOLVEMENT, STUDENT TUTORS, AND PLANS TO DEVELOP THE SCHOOL AS A COMMUNITY CENTER. THIS SCHEDULE HAS NOT BEEN VERIFIED. (SK)

ACCESSION NUMBER: ED080022

PUBLICATION DATE: 2 JUN 72

TITLE: CALEXICO INTERCULTURAL DESIGN. CONTENT ANALYSIS
SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS.

PERSONAL AUTHOR: NAFUS, C.; LAVINE, LINDA

DESCRIPTOR: *BICULTURALISM; *BILINGUALISM; COGNITIVE
DEVELOPMENT; *CONTENT ANALYSIS; CURRICULUM DESIGN;
EDUCATIONAL FINANCE; ELEMENTARY SCHOOL STUDENTS; *ENGLISH;
HIGH SCHOOL STUDENTS; JUNIOR HIGH SCHOOL STUDENTS; LEARNING
THEORIES; MEXICAN AMERICANS; PROGRAM COSTS; SELF ESTEEM;
SOCIOLINGUISTICS; *SPANISH; STUDENT GROUPING; TUTORING

IDENTIFIER: CALEXICO; CALIFORNIA; *PROJECT BEST

DESCRIPTIVE NOTE: 45P.

THIS CONTENT ANALYSIS SCHEDULE FOR THE CALEXICO
INTERCULTURAL DESIGN OF CALEXICO, CALIFORNIA, PRESENTS
INFORMATION ON THE HISTORY, FUNDING, AND SCOPE OF THE
PROJECT IN ITS SECOND YEAR. INCLUDED ARE SOCIOLINGUISTIC
PROCESS VARIABLES SUCH AS THE NATIVE AND DOMINANT LANGUAGES
OF STUDENTS AND THEIR INTERACTION. INFORMATION IS PROVIDED
ON STAFF SELECTION AND THE LINGUISTIC BACKGROUND OF PROJECT
TEACHERS. AN ASSESSMENT IS MADE OF THE DURATION AND EXTENT
OF THE BILINGUAL COMPONENT, AND THE METHODS OF SECOND
LANGUAGE TEACHING IN GENERAL. INCLUDED IS AN ANALYSIS OF
MATERIALS, STUDENT GROUPING, TUTORING, CURRICULUM PATTERNS,
AND COGNITIVE DEVELOPMENT. THE REPORT ALSO DISCUSSES
SELF-ESTEEM, LEARNING STRATEGIES, THE BICULTURAL AND
COMMUNITY COMPONENTS, AND MEANS OF EVALUATION. INSERTS
INCLUDE A LIST OF DETAILED OBJECTIVES FOR TEACHER SCHEDULES.
THIS ANALYSIS HAS BEEN VERIFIED. (SK)

ACCESSION NUMBER: ED080023

PUBLICATION DATE: MAR 72

TITLE: SANTA FE BILINGUAL-BICULTURAL EDUCATION PROGRAM.
CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS.

PERSONAL AUTHOR: LUDANYI, R. P.; EHRlich, ROSELIN

DESCRIPTOR: *BICULTURALISM; *BILINGUALISM; COGNITIVE
DEVELOPMENT; *CONTENT ANALYSIS; CURRICULUM DESIGN;
EDUCATIONAL FINANCE; ELEMENTARY SCHOOL STUDENTS; *ENGLISH;
LEARNING THEORIES; MEXICAN AMERICANS; PROGRAM COSTS; SELF
ESTEEM; SOCIOLINGUISTICS; *SPANISH; STUDENT GROUPING;
TUTORING

IDENTIFIER: NEW MEXICO; *PROJECT BEST; SANTA FE

DESCRIPTIVE NOTE: 45P.

THIS CONTENT ANALYSIS SCHEDULE FOR THE SANTA FE BILINGUAL-BICULTURAL EDUCATION PROGRAM OF SANTA FE, NEW MEXICO, PRESENTS INFORMATION ON THE HISTORY, FUNDING, AND SCOPE OF THE PROJECT IN ITS SECOND YEAR. INCLUDED ARE SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND DOMINANT LANGUAGES OF STUDENTS AND THEIR INTERACTION. INFORMATION IS PROVIDED ON STAFF SELECTION AND THE LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT IS MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT, AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL. INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING, TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT. THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES, THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF EVALUATION. THIS SCHEDULE, WHICH HAS BEEN VERIFIED, INCLUDES ADDITIONAL INFORMATION BOOKS AND AUDIO-VISUAL MATERIALS CONCERNING BILINGUAL EDUCATION. ATTACHED IS AN INSERT ON THE HUMAN DEVELOPMENT PROGRAM. (SK)

ACCESSION NUMBER: ED080024

PUBLICATION DATE: 14 MAY 71

TITLE: FRESNO BILINGUAL-BICULTURAL TITLE VII PROPOSAL.
CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS.

PERSONAL AUTHOR: LUDANYI, R. P.; AND OTHERS

DESCRIPTOR: *BICULTURALISM; *BILINGUALISM; COGNITIVE
DEVELOPMENT; *CONTENT ANALYSIS; CURRICULUM DESIGN;
EDUCATIONAL FINANCE; *ENGLISH; JUNIOR HIGH SCHOOL STUDENTS;
KINDERGARTEN CHILDREN; LEARNING THEORIES; MEXICAN AMERICANS;
PROGRAM COSTS; SELF ESTEEM; SOCIOLINGUISTICS; *SPANISH;
STUDENT GROUPING; TUTORING

IDENTIFIER: CALIFORNIA; FRESNO; *PROJECT BEST

DESCRIPTIVE NOTE: 32P.

THIS CONTENT ANALYSIS SCHEDULE FOR THE BILINGUAL-BICULTURAL
TITLE VII PROPOSAL OF FRESNO, CALIFORNIA, PRESENTS
INFORMATION ON THE HISTORY, FUNDING, AND SCOPE OF THE
PROJECT IN ITS SECOND YEAR. INCLUDED ARE SOCIOLINGUISTIC
PROCESS VARIABLES SUCH AS THE NATIVE AND DOMINANT LANGUAGES
OF STUDENTS AND THEIR INTERACTION. INFORMATION IS PROVIDED
ON STAFF SELECTION AND THE LINGUISTIC BACKGROUND OF PROJECT
TEACHERS. AN ASSESSMENT IS MADE OF THE DURATION AND EXTENT
OF THE BILINGUAL COMPONENT, AND THE METHODS OF SECOND
LANGUAGE TEACHING IN GENERAL. INCLUDED IS AN ANALYSIS OF
MATERIALS, STUDENT GROUPING, TUTORING, CURRICULUM PATTERNS,
AND COGNITIVE DEVELOPMENT. THE REPORT ALSO DISCUSSES
SELF-ESTEEM, LEARNING STRATEGIES, THE BICULTURAL AND
COMMUNITY COMPONENTS, AND MEANS OF EVALUATION. THIS SCHEDULE
HAS BEEN VERIFIED BY THE PROJECT. (SK)

ACCESSION NUMBER: ED080025

PUBLICATION DATE: 29 JUN 72

TITLE: SACRAMENTO EARLY CHILDHOOD BILINGUAL EDUCATION.
CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS.

PERSONAL AUTHOR: DAVIS, G. A.; CHARAS, SHEILA

DESCRIPTOR: *BICULTURALISM; *BILINGUALISM; COGNITIVE
DEVELOPMENT; *CONTENT ANALYSIS; CURRICULUM DESIGN;
EDUCATIONAL FINANCE; ELEMENTARY SCHOOL STUDENTS; *ENGLISH;
KINDERGARTEN CHILDREN; LEARNING THEORIES; MEXICAN AMERICANS;
PRE SCHOOL CHILDREN; PROGRAM COSTS; SELF ESTEEM;
SOCIOLINGUISTICS; *SPANISH; STUDENT GROUPING; TUTORING

IDENTIFIER: CALIFORNIA; *PROJECT BEST; SACRAMENTO

DESCRIPTIVE NOTE: 36P.

THIS CONTENT ANALYSIS SCHEDULE FOR THE EARLY CHILDHOOD BILINGUAL EDUCATION PROGRAM OF SACRAMENTO, CALIFORNIA, PRESENTS INFORMATION ON THE HISTORY, FUNDING, AND SCOPE OF THE PROJECT IN ITS SECOND YEAR. INCLUDED ARE SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND DOMINANT LANGUAGES OF STUDENTS AND THEIR INTERACTION. INFORMATION IS PROVIDED ON STAFF SELECTION AND THE LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT IS MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT, AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL. INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING, TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT. THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES, THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF EVALUATION. THIS SCHEDULE HAS BEEN VERIFIED BY THE PROJECT COORDINATOR. (SK)

ACCESSION NUMBER: ED080026

PUBLICATION DATE: NOV 71

TITLE: STOCKTON DEMONSTRATION BILINGUAL PROJECT. CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS.

PERSONAL AUTHOR: EHRLICH, ALAN G.

DESCRIPTOR: *BICULTURALISM; *BILINGUALISM; COGNITIVE DEVELOPMENT; *CONTENT ANALYSIS; CURRICULUM DESIGN; EDUCATIONAL FINANCE; ELEMENTARY SCHOOL STUDENTS; *ENGLISH; KINDERGARTEN CHILDREN; LEARNING THEORIES; MEXICAN AMERICANS; PROGRAM COSTS; SELF ESTEEM; SOCIOLINGUISTICS; *SPANISH; STUDENT GROUPING; TUTORING

IDENTIFIER: CALIFORNIA: *PROJECT BEST; STOCKTON

DESCRIPTIVE NOTE: 67P.

THIS CONTENT ANALYSIS SCHEDULE FOR A DEMONSTRATION BILINGUAL PROJECT OF STOCKTON, CALIFORNIA, PRESENTS INFORMATION ON THE HISTORY, FUNDING, AND SCOPE OF THE PROJECT IN ITS SECOND YEAR. INCLUDED ARE SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND DOMINANT LANGUAGES OF STUDENTS AND THEIR INTERACTION. INFORMATION IS PROVIDED ON STAFF SELECTION AND THE LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT IS MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT, AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL. INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING, TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT. THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES, THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF EVALUATION. ATTACHED TO THE REPORT ARE THE OBJECTIVES OF THE SOCIAL STUDIES AND SCIENCE PRODUCT/PROCESS. THE SCHEDULE HAS BEEN VERIFIED BY THE PROJECT. (SK)

ACCESSION NUMBER: ED080027

PUBLICATION DATE: 28 APR 71

TITLE: PHOENIX UNION BILINGUAL PROGRAM. CONTENT ANALYSIS
SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS.

PERSONAL AUTHOR: NAFUS, C.; SHORE, MARIETTA SARAVIA

DESCRIPTOR: *BICULTURALISM; *BILINGUALISM; COGNITIVE
DEVELOPMENT; *CONTENT ANALYSIS; CURRICULUM DESIGN;
EDUCATIONAL FINANCE; *ENGLISH; HIGH SCHOOL STUDENTS; JUNIOR
HIGH SCHOOL STUDENTS; LEARNING THEORIES; MEXICAN AMERICANS;
PROGRAM COSTS; SELF ESTEEM; SOCIOLINGUISTICS; *SPANISH;
STUDENT GROUPING; TUTORING

IDENTIFIER: ARIZONA: PHOENIX; *PROJECT BEST

DESCRIPTIVE NOTE: 47P.

THIS CONTENT ANALYSIS SCHEDULE FOR THE PHOENIX UNION
BILINGUAL PROGRAM OF PHOENIX, ARIZONA, PRESENTS INFORMATION
ON THE HISTORY, FUNDING, AND SCOPE OF THE PROJECT IN ITS
THIRD YEAR. INCLUDED ARE SOCIOLINGUISTIC PROCESS VARIABLES
SUCH AS THE NATIVE AND DOMINANT LANGUAGES OF STUDENTS AND
THEIR INTERACTION. INFORMATION IS PROVIDED ON STAFF
SELECTION AND THE LINGUISTIC BACKGROUND OF PROJECT TEACHERS.
AN ASSESSMENT IS MADE OF THE DURATION AND EXTENT OF THE
BILINGUAL COMPONENT, AND THE METHODS OF SECOND LANGUAGE
TEACHING IN GENERAL. INCLUDED IS AN ANALYSIS OF MATERIALS,
STUDENT GROUPING, TUTORING, CURRICULUM PATTERNS, AND
COGNITIVE DEVELOPMENT. THE REPORT ALSO DISCUSSES
SELF-ESTEEM, LEARNING STRATEGIES, THE BICULTURAL AND
COMMUNITY COMPONENTS, AND MEANS OF EVALUATION. THIS SCHEDULE
HAS BEEN VERIFIED BY THE PROJECT. (SK)

ACCESSION NUMBER: EDC80186

PUBLICATION DATE: 72

TITLE: PRESCHOOLS FOR MEXICAN AMERICANS: RESEARCH AND CURRICULUM.

PERSONAL AUTHOR: LESLIE, JUDITH W.

DESCRIPTOR: *BILINGUAL EDUCATION; CULTURALLY DISADVANTAGED;
DISADVANTAGED YOUTH; EXPERIMENTAL PROGRAMS; *LITERATURE
REVIEWS; *MEXICAN AMERICANS; PRESCHOOL CURRICULUM; PRESCHOOL
EDUCATION; *PRESCHOOL PROGRAMS; *SECOND LANGUAGE LEARNING

DESCRIPTIVE NOTE: 22P.

CURRENT PRESCHOOL PROGRAMS FOR MEXICAN AMERICAN CHILDREN ARE EXAMINED. PROGRAMS ARE CATEGORIZED AS EITHER EXPERIMENTAL OR AS NON-EXPERIMENTAL. THE EMPHASIS OF THE EXPERIMENTAL SECTION IS UPON RESEARCH FINDINGS, WHILE THE EMPHASIS OF THE NON-EXPERIMENTAL SECTION IS UPON THE CURRICULUM AND ITS IMPLEMENTATION. SIX STUDIES ARE DISCUSSED IN THE EXPERIMENTAL SECTION: THE FINDINGS SUGGEST THAT BILINGUAL INSTRUCTION IS NOT SUPERIOR TO ENGLISH OR SPANISH INSTRUCTION IN TERMS OF STUDENT ACHIEVEMENT. HOWEVER, ONE STUDY SHOWED SUCCESSFUL SOCIAL ADJUSTMENT ON THE PART OF MEXICAN AMERICAN CHILDREN INVOLVED IN BILINGUAL PROGRAMS. FINDINGS ALSO SHOWED INTEGRATED CLASSROOMS TO FACILITATE ACHIEVEMENT GAINS FOR MEXICAN AMERICANS. SEVENTEEN PROGRAMS ARE DISCUSSED IN THE NON-EXPERIMENTAL SECTION. FINDINGS INDICATE THAT IN SOME CASES ACQUISITION OF A SPECIFIC ENGLISH VOCABULARY ENABLES A GREATER PERCENTAGE OF MEXICAN AMERICAN CHILDREN THAN NORMAL TO PROGRESS TO SUBSEQUENT GRADES IN SCHOOL. THREE OUTSTANDING FEATURES OF THESE PRESCHOOL PROGRAMS ARE A BILINGUAL APPROACH, A GREATER DEGREE OF PARENTAL INVOLVEMENT THAN IN MOST PRESCHOOL PROGRAMS, AND AN AWARENESS AND APPRECIATION OF THE MEXICAN AMERICAN CULTURAL HERITAGE. (AUTHOR/KM)

ACCESSION NUMBER: ED080224

PUBLICATION DATE: AUG 73

TITLE: AZTECAS DEL NORTE: THE CHICANOS OF AZTLAN.

PERSONAL AUTHOR: FORBES, JACK D.

DESCRIPTOR: *AMERICAN INDIANS; BILINGUALISM; CHANGING
ATTITUDES; *CROSS CULTURAL STUDIES; *CULTURAL BACKGROUND;
EDUCATION; EMPLOYMENT; LABORERS; *MEXICAN AMERICAN HISTORY;
*MEXICAN AMERICANS; ORGANIZATIONS (GROUPS); RELIGION; SOCIAL
CHANGE

IDENTIFIER: *SOUTHWEST

DESCRIPTIVE NOTE: 336P.

THE PURPOSE OF THIS BOOK IS TO EXAMINE THE INDIAN HERITAGE OF THE MEXICAN AMERICANS OF THE SOUTHWEST. IT COVERS MEXICAN AMERICAN HISTORY FROM THE TIME OF THE AZTECS TO THE PRESENT. IN THE INTRODUCTION, THE MEXICAN APPROACH TO UNITED STATES HISTORY IS DISCUSSED. TOPICS COVERED ARE: THE TOLLECAYOTL AND MEXICAYOTL HERITAGE; THE NORTHWARD MOVEMENT; MEXICANS AS SECOND-CLASS AMERICANS IN THE SOUTHWEST; THEIR SELF-IDENTITY; MEXICAN RELIGION AND EDUCATION; MEXICAN AMERICANS ORGANIZING FOR THE FUTURE; AND LA RAZA UNIDA. SOME THOUGHTS EXPRESSED ORIGINALLY IN THE NAHUAN LANGUAGE OF MAHUATL ARE GIVEN. (NQ)

AVAILABILITY: EDUCATION DEPARTMENT, FAWCETT PUBLICATIONS, INC., GREENWICH, CONN. 06830 (\$0.95)

ACCESSION NUMBER: ED080241

PUBLICATION DATE: 15 APR 69

TITLE: STUDY OF MODIFIED SCHOOL PROGRAMS FOR MIGRANT CHILDREN.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; ACHIEVEMENT TESTS; BILINGUAL EDUCATION; COMMUNITY INVOLVEMENT; *EDUCATIONAL PROGRAMS; *EVALUATION; *MEXICAN AMERICANS; *MIGRANT CHILDREN; SOCIOECONOMIC STATUS; STANDARDIZED TESTS

IDENTIFIER: *TEXAS MIGRANT EDUCATIONAL DEVELOPMENT CENTER

DESCRIPTIVE NOTE: 104P.

THE FINDINGS, IMPLICATIONS, AND RECOMMENDATIONS OF A TEXAS MIGRANT EDUCATION STUDY WERE PRESENTED IN THIS REPORT. OBJECTIVES WERE TO DETERMINE HOW EDUCATIONAL ACHIEVEMENT OF MIGRANT STUDENTS IN 6-MONTH PROGRAMS COMPARES WITH THAT OF STUDENTS IN 9-MONTH MODIFIED PROGRAMS FOR MIGRANTS AND WITH OTHER STUDENTS IN THE COMMUNITY, THE EFFECTS OF DIFFERENCES IN RESOURCES, AND THE COMPARISON OF ACHIEVEMENT OF MIGRANT PUPILS ENROLLED IN OUT-OF-STATE SCHOOLS WHILE IN TRANSIT WITH THOSE NOT ENROLLED IN OUT-OF-STATE SCHOOLS. IT WAS FOUND THAT NONE OF THE PROGRAMS WERE MAKING AN ADEQUATE CHANGE IN THE PERFORMANCE OF MIGRANT CHILDREN AND THAT FOR ALL 3 GROUPS THE STANFORD ACHIEVEMENT TEST PERFORMANCE WAS SUBSTANTIALLY BELOW NATIONAL NORMS. AN EVALUATION OF THE 6-MONTH EXTENDED DAY MIGRANT SCHOOL PROGRAM SHOWED THAT IT REQUIRED A THOROUGH AND CONSTRUCTIVE REVIEW. THE MAJOR IMPLICATION WAS THAT AN IN-DEPTH STUDY OF MIGRANT EDUCATION IS NECESSARY IF ADEQUATE SOLUTIONS ARE TO BE DEVELOPED. (PS)

AVAILABILITY: SOUTHWEST EDUCATIONAL DEVELOPMENT LAB., 800 BRAZOS STREET, AUSTIN, TEXAS 78701 (FREE)

ACCESSION NUMBER: ED080243

PUBLICATION DATE: 68

TITLE: COMPUTER-ASSISTED INSTRUCTION IN THE EDUCATION OF THE MIGRANT MEXICAN AMERICAN.

DESCRIPTOR: AGRICULTURAL LABORERS; BILINGUAL EDUCATION; COMMUNITY ATTITUDES; *COMPUTER ASSISTED INSTRUCTION; CULTURAL AWARENESS; CURRICULUM; DROPOUT RATE; *ECONOMIC DISADVANTAGEMENT; EDUCATIONAL RETARDATION; INSTRUCTIONAL MATERIALS; *MEXICAN AMERICANS; *MIGRANT CHILDREN; *SOCIAL INFLUENCES

DESCRIPTIVE NOTE: 106P.

THE RATIONALE AND FEASIBILITY FOR USING COMPUTER ASSISTED INSTRUCTION (CAI) WITH MIGRANT STUDENTS WAS INVESTIGATED. THREE MAJOR SOCIAL NEEDS FOR MIGRANTS WERE IDENTIFIED: TO REDUCE THE EDUCATIONAL RETARDATION AND HIGH DROPOUT RATE AMONG CHILDREN, AND TO IMPROVE THE ECONOMIC STATUS OF THE FAMILY. THREE PROJECTS WERE PROPOSED TO MEET THESE NEEDS: A CAI ADAPTATION OF A BILINGUAL READING PROGRAM, A BASIC SKILLS IN MATHEMATICS PROGRAM, AND A CAI ADULT LITERACY PROGRAM. EACH PROGRAM DESCRIPTION INCLUDED THE RATIONALE, OBJECTIVES, IMPLEMENTATION STRATEGY, AND PROJECT BUDGET. THE MAJOR OBJECTIVE OF THE FEASIBILITY STUDY WAS TO CONFIRM, OR AMEND AND REFINED, THE FINDINGS AND RECOMMENDATIONS OF THE FIRST PHASE OF THE STUDY. IT WAS DETERMINED THAT IN ORDER FOR AN ON-LINE COMPUTER TERMINAL TO BE ECONOMICALLY, OPERATIONALLY, AND PRODUCTIVELY FEASIBLE, THE FOLLOWING MUST BE AVAILABLE: SUFFICIENTLY VERSATILE COMPUTER HARDWARE, TRAINED COMPUTER MAINTENANCE PERSONNEL, AND COMPUTER PROGRAMS THAT HAVE SUCCESSFULLY PASSED THROUGH DEVELOPMENTAL TESTING AND HAVE BEEN BOTH DESIGNED FOR AND LABORATORY TESTED ON STUDENTS REPRESENTATIVE OF THE SCHOOL POPULATION WHERE IT IS TO BE USED. (PS)

AVAILABILITY: SOUTHWEST EDUCATIONAL DEVELOPMENT LAB., 800 BRAZOS STREET, AUSTIN, TEXAS 78701 (FFEF)

ACCESSION NUMBER: ED080253

PUBLICATION DATE: 14 APR 73

TITLE: SOME FINDINGS OF SOCIOLINGUISTIC RESEARCH ON
MEXICAN-AMERICAN COLLEGE AGE BILINGUALS.

PERSONAL AUTHOR: ORNSTEIN, JACOB

DESCRIPTOR: ACADEMIC ACHIEVEMENT; ACADEMIC PERFORMANCE;
*BILINGUALISM; *COLLEGE STUDENTS; *LANGUAGE RESEARCH;
*MEXICAN AMERICANS; SOCIOECONOMIC STATUS; *SOCIOLINGUISTICS;
TABLES (DATA)

IDENTIFIER: *UNIVERSITY OF TEXAS AT EL PASO

DESCRIPTIVE NOTE: 28P.; PAPER PREPARED FOR SOCIETY FOR
APPLIED ANTHROPOLOGY, TUCSON CONFERENCE (TUCSON, ARIZONA,
APRIL 12-14, 1973)

INVESTIGATED IN THIS STUDY WERE: (1) THE SOCIOLINGUISTIC
BACKGROUND OF BILINGUAL STUDENTS AT THE UNIVERSITY OF TEXAS
AT EL PASO (UTEP); (2) THE SOCIOEDUCATIONAL SIDE OF
BILINGUALISM; (3) THE RELATIONSHIP BETWEEN SKILL IN ENGLISH
AND ACADEMIC PERFORMANCE AMONG BILINGUALS; AND (4) THE
LANGUAGE ATTITUDES OF THESE STUDENTS. A STRATIFIED RANDOM
SAMPLE OF 301 FULL-TIME, UNDERGRADUATE, UNMARRIED MEXICAN
AMERICANS AT UTEP DURING 1970-71 WAS USED. THE SAMPLE WAS
SUBDIVIDED INTO 16 HOMOGENEOUS GROUPS ACCORDING TO AGE, SEX,
YEAR OF SCHOOL, AND OTHER FACTORS WITHIN THE MEXICAN
AMERICAN AND THE ANGLO POPULATION. THE SOCIOLINGUISTIC
BACKGROUND QUESTIONNAIRE AND THE COLLEGE AND UNIVERSITY
ENVIRONMENT SCALES (CUES) WERE ADMINISTERED. THE CUES
CONSISTED OF THE FOLLOWING: PRACTICALITY, PROPRIETY,
COMMUNITY, AWARENESS, AND SCHOLARSHIP. A SUB-SAMPLE OF 30
STUDENTS WAS USED TO MEASURE THE LINGUISTIC PORTION OF THE
STUDY. SOME OF THE FINDINGS WERE: (1) PERFORMANCE WAS IN
GENERAL LOWER IN SPANISH THAN IN ENGLISH; (2) AS
SOCIOECONOMIC STATUS INCREASED, SO DID ENGLISH SKILL; (3)
ATTITUDES TOWARD THE DESIRABILITY OF ENGLISH WERE CORRELATED
WITH SCHOOL PERFORMANCE; AND (4) SKILL IN WRITTEN ENGLISH
WAS POSITIVELY RELATED TO ACADEMIC PERFORMANCE. NOT
AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF
ORIGINAL DOCUMENT. (NQ)

ACCESSION NUMBER: ED080282

PUBLICATION DATE: 15 APR 72

TITLE: PROCEEDINGS: NATIONAL CONFERENCE ON BILINGUAL EDUCATION (AUSTIN, TEXAS, APRIL 14-15, 1972).

DESCRIPTOR: ART; *BILINGUAL EDUCATION; *CONFERENCE REPORTS; *CURRICULUM DEVELOPMENT; ENGLISH (SECOND LANGUAGE); HISTORY; *LANGUAGE DEVELOPMENT; LITERATURE; *MEXICAN AMERICANS; MIGRATION; MOTIVATION; READING; SPANISH SPEAKING

DESCRIPTIVE NOTE: 352P.

GOALS OF THE NATIONAL CONFERENCE ON BILINGUAL EDUCATION, HELD ON APRIL 14-15, 1972 IN AUSTIN, TEXAS, WERE TO EMPHASIZE BILINGUAL EDUCATION INTERACTION AT THE NATIONAL LEVEL USING OUTSTANDING CONSULTANTS FROM THROUGHOUT THE UNITED STATES AND TO EXCHANGE IDEAS AMONG EDUCATORS IN EXISTING PROGRAMS. THE CONFERENCE WAS ALSO ORGANIZED TO GIVE BILINGUAL EDUCATORS GREATER NATIONAL RECOGNITION AS A PRIORITY FOR THE EDUCATION OF CHILDREN WHOSE HOME LANGUAGE IS NOT ENGLISH. PARTICIPANTS INCLUDED TEACHERS, ADMINISTRATORS, COMMUNITY REPRESENTATIVES, SCHOOL BOARD MEMBERS, AND OTHER LOCAL, STATE AND NATIONAL OFFICIALS. SESSIONS COVERED SUCH AREAS AS SKILLS TEACHING METHODOLOGY, CULTURAL IMPLICATIONS, PSYCHOLOGICAL ASPECTS OF THE TEACHING-LEARNING PROCESS, READING INSTRUCTION, CURRICULUM DEVELOPMENT, LITERATURE, AND TESTS AND MEASUREMENTS. GENERAL SESSIONS WERE SCHEDULED FOR SHARING IDEAS AND CONCERNS. IN THIS DOCUMENT, THE CONFERENCE PROCEEDINGS FOLLOWED THE AGENDA. THE SESSION, "PENSAMIENTOS SOBRE LA LITERATURA CHICANA", WAS THE ONLY ONE IN SPANISH. THE APPENDIX LISTED PROGRAM PARTICIPANTS AND THEIR TITLES. (NQ)

AVAILABILITY: DISSEMINATION CENTER FOR BILINGUAL BICULTURAL EDUCATION, 6504 TRACOR LANE, AUSTIN, TEXAS 78721 (\$3.75)

ACCESSION NUMBER: EDC81280

PUBLICATION DATE: MAY 73

TITLE: BILINGUAL ERIC PUBLICATIONS.

DESCRIPTOR: *ANNOTATED BIBLIOGRAPHIES; BIBLIOGRAPHIC
CITATIONS: BIBLIOGRAPHIES; BICULTURALISM: *BILINGUAL
EDUCATION: *BILINGUALISM; BOOK LISTS; DOCUMENTATION;
ENGLISH: *ENGLISH (SECOND LANGUAGE); MINORITY GROUPS;
SPANISH: *SPANISH SPEAKING

DESCRIPTIVE NOTE: 12P.

THE BILINGUAL RESOURCE CENTER HAS BEGUN TO ACQUIRE ON MICROFICHE WHAT IT HOPES WILL SOON BE AN EXTENSIVE COLLECTION OF EDUCATIONAL DOCUMENTS CONCERNING BILINGUAL EDUCATION. THIS CURRENT BIBLIOGRAPHY OF ERIC-PROCESSED DOCUMENTS ON BILINGUAL EDUCATION GIVES AN INDICATION OF THE AMOUNT OF RESOURCES STILL TO BE RETRIEVED FOR THE CENTER AND ITS USERS. THE BIBLIOGRAPHY IS DIVIDED INTO FOUR SECTIONS: INTRODUCTION, DOCUMENTS OF GENERAL INTEREST, ENGLISH AS A SECOND LANGUAGE, AND SPANISH SPEAKERS. (SK)

ACCESSION NUMBER: ED081516

PUBLICATION DATE: NOV 72

TITLE: INFORMATION AND MATERIALS TO TEACH THE CULTURAL HERITAGE OF THE MEXICAN AMERICAN CHILD.

PERSONAL AUTHOR: GORENA, MINERVA, COMP.

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; CLASS ACTIVITIES; *CULTURAL BACKGROUND; GRADE 1; *INSTRUCTIONAL MATERIALS; *MEXICAN AMERICAN HISTORY; *MEXICAN AMERICANS; SUPPLEMENTARY READING MATERIALS

IDENTIFIER: *TEXAS

DESCRIPTIVE NOTE: 288P.

INFORMATION IN THIS RESOURCE GUIDE RESPONDED TO TEACHER REQUESTS FOR SUPPLEMENTAL HISTORICAL AND CULTURAL CLASSROOM MATERIALS. THE BILINGUAL PROGRAM FOR WHICH THIS GUIDE WAS DESIGNED HAS SERVED SCHOOLS IN 3 DIFFERENT LOCALES: A CENTER-CITY AREA COMPOSED OF HOUSING PROJECTS AND SOME INDIVIDUALLY OWNED HOMES, A SUBURBAN NEAR-RURAL NEIGHBORHOOD OF THE SAME CITY, AND A RURAL CENTRAL TEXAS TOWN. MAJOR TOPICS WERE A HISTORICAL BACKGROUND; AN OVERVIEW OF MEXICO; PLACES TO SEE; GAMES; DANCES; LEGENDS, FABLES, AND STORIES; AND UNITS FOR TEACHING MEXICAN AMERICAN CULTURAL HERITAGE. A BIBLIOGRAPHY, A LIST OF MATERIALS USED BY THE REGION XII BILINGUAL PROGRAM, AND SOURCES FOR THESE MATERIALS WERE ALSO INCLUDED. (PS)

ACCESSION NUMBER: ED081527

PUBLICATION DATE: 5 JUL 73

TITLE: SOUTHEASTERN NEW MEXICO BILINGUAL PROGRAM. PROGRAM ACCOMPLISHMENT AUDIT, 1972-73.

PERSONAL AUTHOR: PAYNE, I. V.

DESCRIPTOR: *BILINGUAL EDUCATION; *COMPARATIVE ANALYSIS; EDUCATIONAL IMPROVEMENT; *EVALUATION CRITERIA; PROGRAM EFFECTIVENESS; *PROGRAM EVALUATION; QUALITY CONTROL; *SPANISH SPEAKING; TEACHER AIDES

IDENTIFIER: ARTESIA; *SOUTHEASTERN NEW MEXICO BILINGUAL PROGRAM

DESCRIPTIVE NOTE: 17P.

THE PURPOSE OF THE AUDIT REPORT ON THE SOUTHEASTERN NEW MEXICO BILINGUAL PROGRAM (1972-73) OF THE ARTESIA SCHOOL DISTRICT IS TO GIVE A CRITIQUE OF THE PROJECT'S EVALUATION WITH NOTATIONS ON COMPARATIVE FINDINGS OF THE PROJECT EVALUATION AND THE AUDIT, AND TO CONFIRM OR QUESTION THE PROGRAM MODIFICATIONS PROPOSED IN THE EVALUATION. THE 5 AUDIT REPORT SECTIONS ARE: (1) INTRODUCTORY AND GENERAL COMMENTS ON THE PROJECT EVALUATION QUALITY AND COMPARATIVE FINDINGS OF THE PROJECT EVALUATION AND THE AUDIT; (2) DETAILED CRITIQUE OF THE COMPREHENSIVE EVALUATION FOR EACH COMPONENT, BASED ON AN ASSESSMENT OF THE INSTRUMENTS USED, DATA COLLECTION, AND DATA ANALYSIS TECHNIQUES, AND PRESENTATION; (3) DESCRIPTION OF THE AUDITOR'S ON-SITE FINDINGS AND CORRELATION WITH THE EVALUATOR'S DATA AND REPORTS ON A COMPONENT BY COMPONENT BASIS, AND A SUMMARY OF CONSISTENCIES AND DISCREPANCIES; (4) GENERAL RECOMMENDATIONS FOR EVALUATION DESIGN REVISIONS WITH A RATIONALE FOR EACH; AND (5) CONFIRMATION OR QUESTIONING OF THE NEED FOR PROGRAM MODIFICATIONS PROPOSED IN THE PROJECT EVALUATION. (NO)

ACCESSION NUMBER: ED081537

PUBLICATION DATE: 73

TITLE: INDIAN EDUCATION: STEPS TO PROGRESS IN THE 70'S.

DESCRIPTOR: *AMERICAN INDIANS; BILINGUAL EDUCATION;
BOARDING SCHOOLS; BOARDS OF EDUCATION; *EDUCATIONAL
OBJECTIVES; *FEDERAL PROGRAMS; PARENT PARTICIPATION;
*RESERVATIONS (INDIAN); SELF CONCEPT; TEACHER EDUCATION

IDENTIFIER: BIA; *BUREAU OF INDIAN AFFAIRS

DESCRIPTIVE NOTE: 57P.

THE BOOKLET ACQUAINTS INDIVIDUALS WITH THE FEDERAL EDUCATION PROGRAMS SERVING AMERICAN INDIAN STUDENTS. INCLUDED ARE BRIEF REPORTS ON SOME OF THE INNOVATIVE APPROACHES TO EDUCATION--I.E., INDIVIDUALIZATION AND OPEN CLASSROOMS--IN BUREAU OF INDIAN AFFAIRS (BIA) SCHOOLS. IT DELINEATES THE BROAD PARAMETERS OF THE BIA'S EFFORTS IN SCHOOL OPERATION, ASSISTANCE TO INDIAN COLLEGE STUDENTS, ADULT EDUCATION, AND COOPERATION WITH PUBLIC SCHOOLS ENROLLING INDIAN STUDENTS. IT GIVES INFORMATION ON THE IMPORTANT MOVEMENT OF THE PAST FEW YEARS TOWARD INCREASED INDIAN PARTICIPATION IN THEIR EDUCATION PROGRAMS. IT IS FELT THAT THIS BOOKLET INDICATES THE DETERMINATION, ON THE PART OF THE INDIAN PEOPLE, THE BIA, PRESIDENT NIXON, CONGRESS, AND PEOPLE OF THE UNITED STATES TO KEEP THESE PROMISES SO THAT THE 70'S WILL BE A PERIOD OF EDUCATIONAL GROWTH AND PROGRESS FOR AMERICAN INDIANS. (FF)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 (STOCK NO. 2402-00032; \$1.05)

ACCESSION NUMBER: ED081542

PUBLICATION DATE: OCT 73

TITLE: NEW MEXICO MIGRANT PROJECT AIDES: PERCEPTIONS OF THEIR FUNCTIONS.

PERSONAL AUTHOR: BARBA, ALMA MARIA ACEVEDO

DESCRIPTOR: ADMINISTRATOR ATTITUDES; *BILINGUAL TEACHER AIDES; DOCTORAL THESES; *MEXICAN AMERICANS; *MIGRANT CHILD EDUCATION; QUESTIONNAIRES; *ROLE PERCEPTION; TABLES (DATA); *TEACHER AIDES; TEACHER ATTITUDES

IDENTIFIER: *NEW MEXICO

DESCRIPTIVE NOTE: 195P.; ED.D. DISSERTATION, NEW MEXICO STATE UNIVERSITY

THE DOCTORAL DISSERTATION FOCUSED ON: THE PERCEPTIONS OF SCHOOL ADMINISTRATORS, TEACHERS, AND AIDES ON TEACHER AIDE FUNCTIONS IN THE NEW MEXICO MIGRANT PROJECT; COMPARING THE RESULTS WITH STUDENT NEEDS; FUNCTIONS NOT ASCRIBED TO AIDES WITHIN THE STATE DEPARTMENT OF EDUCATION AND THE NATIONAL MIGRANT PROJECT'S GUIDELINES; AND MAKING RECOMMENDATIONS TO THE STATE DEPARTMENT OF EDUCATION, THE NEW MEXICO MIGRANT PROJECT, AND THE NATIONAL MIGRANT PROJECT. THE STUDY HAD 3 PHASES: A 250-ITEM QUESTIONNAIRE GIVEN TO THE RESEARCHER'S DOCTORAL COMMITTEE AND 6 PUBLIC SCHOOL ADMINISTRATORS; A REVISED QUESTIONNAIRE GIVEN TO 15 EXPERTS ON PARAPROFESSIONALS IN EDUCATION; AND A FINAL QUESTIONNAIRE GIVEN TO NEW MEXICO MIGRANT PROJECT PERSONNEL. STATISTICAL ANALYSES CONSISTED OF ONE-WAY ANALYSIS OF VARIANCE AND DUNCAN'S MULTIPLE RANGE TEST. FINDINGS SHOWED NO SIGNIFICANT DIFFERENCES IN THE PERCEPTIONS OF THE FUNCTIONS BETWEEN AIDES AND ADMINISTRATORS AND AIDES AND TEACHERS, BUT SIGNIFICANT DIFFERENCES BETWEEN TEACHERS AND ADMINISTRATORS AS TO THE BILINGUAL AND PROFESSIONAL DEVELOPMENT FUNCTIONS; AND BETWEEN JURY MEMBERS AND ADMINISTRATORS, TEACHERS, AND AIDES AS TO THE MONITORIAL, SCHOOL-COMMUNITY, BILINGUAL, AND PROFESSIONAL DEVELOPMENT FUNCTIONS. (NO)

ACCESSION NUMBER: ED081548

PUBLICATION DATE: 72

TITLE: EDUCATIONAL ACCOMPLISHMENT AUDIT REPORT, FY 1971-72.
SOUTHEASTERN NEW MEXICO BILINGUAL EDUCATION PROGRAM.

PERSONAL AUTHOR: PAYNE, I. V.; MEDINA, EDWARD

DESCRIPTOR: *BILINGUAL EDUCATION; *COMPARATIVE ANALYSIS;
EDUCATIONAL IMPROVEMENT; *EVALUATION CRITERIA; MINORITY
GROUP CHILDREN; PROGRAM EFFECTIVENESS; *PROGRAM EVALUATION;
*SPANISH SPEAKING

IDENTIFIER: *SOUTHEASTERN NEW MEXICO BILINGUAL PROGRAM

DESCRIPTIVE NOTE: 19p.

THE AUDIT REPORT (1971-72) ON THE SOUTHEASTERN NEW MEXICO BILINGUAL EDUCATION PROGRAM, UNDER THE SPONSORSHIP OF THE ARTESTA PUBLIC SCHOOLS, CRITIQUES THE PROJECT EVALUATION WITH NOTATIONS ON COMPARATIVE FINDINGS OF THE EVALUATION AND AUDIT. THE REPORT IS DIVIDED INTO 4 SECTIONS: (1) INTRODUCTORY AND GENERAL COMMENTS ON PROJECT EVALUATION QUALITY AND THE COMPARATIVE FINDINGS OF THE PROJECT EVALUATION AND THE AUDIT; (2) DETAILED CRITIQUE OF THE COMPREHENSIVE EVALUATION BASED ON INSTRUMENTS USED, DATA COLLECTION, DATA ANALYSIS, AND DATA ANALYSIS PRESENTATION; (3) DESCRIPTION OF THE AUDITOR'S ON-SITE FINDINGS AND THEIR CORRELATION WITH THE EVALUATOR'S DATA AND REPORTS ON A COMPONENT-BY-COMPONENT BASIS, AND A SUMMARY OF CONSISTENCIES AND DISCREPANCIES; (4) RECOMMENDATIONS FOR EVALUATION DESIGN REVISIONS WITH A RATIONALE FOR EACH; AND (5) CONFIRMATION OR QUESTIONING OF THE NEED FOR PROGRAM MODIFICATIONS PROPOSED IN THE PROJECT EVALUATION. (AUTHOR/NQ)

ACCESSION NUMBER: ED081549

PUBLICATION DATE: 19 MAY 72

TITLE: FINAL EVALUATION REPORT OF SOUTHEASTERN NEW MEXICO BILINGUAL PROGRAM. FY 1971-72.

PERSONAL AUTHOR: YOUNG, LETHA ROWLAND

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; AGE; *BILINGUAL EDUCATION; ENGLISH (SECOND LANGUAGE); LANGUAGE DEVELOPMENT; *PROGRAM EVALUATION; *SELF CONCEPT; *SPANISH SPEAKING; TABLES (DATA)

IDENTIFIER: *SOUTHEASTERN NEW MEXICO BILINGUAL PROGRAM

DESCRIPTIVE NOTE: 18P.

THE SOUTHEASTERN NEW MEXICO BILINGUAL PROGRAM FOR 1971-72 WAS EVALUATED IN THIS REPORT. THE ACADEMIC GROWTH IN BOTH ENGLISH AND SPANISH AND THE SELF-IMAGE OF 20 BILINGUAL CHILDREN RANDOMLY CHOSEN FROM THE 1ST, 2ND, AND 3RD GRADES WERE COMPARED TO 20 STUDENTS IN THE 1ST, 2ND, AND 3RD GRADES IN THE STANDARD PROGRAM. GROUPS WERE MATCHED BY CHRONOLOGICAL AND MENTAL AGE, IQ, FAMILY INCOME, FAMILY SITUATION, NUMBER OF CHILDREN IN FAMILY, PARENTS' EDUCATION AND OCCUPATION, AND HOME LANGUAGE. THE EVALUATION INSTRUMENTS WERE THE PEABODY PICTURE VOCABULARY TEST IN BOTH ENGLISH AND SPANISH; THE STANFORD ACHIEVEMENT TEST; THE GOODENOUGH DRAW-A-MAN TEST; THE SELF-IMAGE TEST; THE OTIS-LENNON MENTAL ABILITY; AND THE CALIFORNIA TEST OF BASIC SKILLS. FINDINGS SHOWED THAT THE BILINGUAL GROUP FELL LOWER IN ACHIEVEMENT THAN THE CONTROL GROUP; THE BILINGUAL PROGRAM BEGAN TO SHOW IMPROVEMENT MORE IN THE HIGHER GRADES; AND THE BILINGUAL GROUP DID NOT LOSE ANY OF ITS SELF-IMAGE DURING ANY ONE YEAR ALTHOUGH IT DID DROP FROM THE CLOSE OF ONE GRADE TO THE CLOSE OF ANOTHER, WHEREAS THE CONTROL GROUP LOST DURING EACH YEAR. (NQ)

ACCESSION NUMBER: ED081553

PUBLICATION DATE: 73

TITLE: EVALUATION REPORT OF THE SAN MARCOS INDEPENDENT SCHOOL DISTRICT'S BILINGUAL EDUCATION PROGRAM.

PERSONAL AUTHOR: HARRISON, HELENE W.

DESCRIPTOR: ATTITUDES; *BILINGUAL EDUCATION; DROPOUTS; *ELEMENTARY GRADES; ENGLISH (SECOND LANGUAGE); LANGUAGE DEVELOPMENT; *MEXICAN AMERICANS; *PROGRAM EVALUATION; RATING SCALES; READING; SELF CONCEPT; *TABLES (DATA)

IDENTIFIER: SAN MARCOS; *TEXAS

DESCRIPTIVE NOTE: 101P.; OVERSIZED PAGES, ACTUAL PAGE COUNT 82

THE SAN MARCOS INDEPENDENT SCHOOL DISTRICT'S BILINGUAL EDUCATION PROGRAM FOR 1972-73 WAS EVALUATED IN THIS REPORT. THE PROGRAM CONSISTED OF 684 STUDENTS IN GRADES K-5 IN 4 ELEMENTARY SCHOOLS. THE MAJORITY OF THESE STUDENTS WERE MEXICAN AMERICAN WITH ONLY 18% MONOLINGUAL ENGLISH SPEAKERS. THE PROGRAM'S OBJECTIVES WERE, FIRST, TO PROVIDE BILINGUAL EDUCATION FOR PUPILS WHO HAVE LIMITED ENGLISH SPEAKING ABILITY AND, SECOND, TO GIVE ENGLISH SPEAKERS THE OPPORTUNITY TO BECOME BILINGUAL AND TO BROADEN THEIR OUTLOOK AND UNDERSTANDING OF OTHER PEOPLE. THE PEABODY PICTURE VOCABULARY TEST, IN BOTH ENGLISH AND SPANISH, WAS ADMINISTERED TO STUDENTS IN GRADES K-1 IN SEPTEMBER AND AGAIN IN MARCH. THE METROPOLITAN READINESS TEST, FORM A, WAS ALSO GIVEN IN KINDERGARTEN WHILE THE METROPOLITAN ACHIEVEMENT TEST WAS GIVEN IN GRADES 1-5. ALSO USED WAS THE INTER-AMERICANA SPANISH READING TEST, THE PRUEBA DE LECTURA. EDUCATIONAL ACHIEVEMENT FOR THE STUDENTS IMPROVED TO SOME EXTENT THROUGHOUT THE YEAR. TABULAR DATA COVERED TEACHERS, SCHOOLS, AND PUPILS; DROPOUTS; RESULTS OF THE PEABODY PICTURE VOCABULARY TEST, THE METROPOLITAN ACHIEVEMENT TEST, AND THE PRUEBA DE LECTURA AND INFERRED SELF-CONCEPT JUDGMENT SCALE RESULTS. THE APPENDIX GIVES THE SPANISH VERSIONS OF THE PEABODY TEST. (FOR RELATED DOCUMENT, SEE RC C07 265.) (NQ)

ACCESSION NUMBER: ED081554

PUBLICATION DATE: 12 JUN 73

TITLE: FINAL EDUCATIONAL ACCOMPLISHMENT AUDIT OF THE SAN MARCOS INDEPENDENT SCHOOL DISTRICT'S BILINGUAL EDUCATION PROGRAM.

PERSONAL AUTHOR: PROCHNOW, HAROLD G.

DESCRIPTOR: *BILINGUAL EDUCATION; *COMPARATIVE ANALYSIS; EDUCATIONAL IMPROVEMENT; *EVALUATION CRITERIA; *PROGRAM EVALUATION; QUALITY CONTROL; *SPANISH SPEAKING

IDENTIFIER: SAN MARCOS; *TEXAS

DESCRIPTIVE NOTE: 15P.

THE FINAL AUDIT REPORT (1972)73) ON THE BILINGUAL EDUCATION PROGRAM OF THE SAN MARCOS INDEPENDENT SCHOOL DISTRICT CRITIQUES THE QUALITY OF THE PROJECT AND THE AUDIT. THE 5 SECTIONS OF THE AUDIT ARE: (1) INTRODUCTORY AND GENERAL COMMENTS ON THE QUALITY OF THE PROJECT EVALUATION AND THE COMPARATIVE FINDINGS OF THE PROJECT EVALUATION AND THE AUDIT; (2) DETAILED CRITIQUE OF THE PRODUCT, PROCESS, AND MANAGEMENT EVALUATION FOR EACH COMPONENT, BASED ON AN ASSESSMENT OF THE INSTRUMENTS USED, DATA COLLECTION PROCEDURES, DATA ANALYSIS TECHNIQUES, AND DATA ANALYSIS PRESENTATION; (3) DESCRIPTION OF THE AUDITOR'S ON-SITE FINDINGS AND THEIR CORRELATION WITH THE EVALUATOR'S DATA AND REPORTS, SUMMARY OF CONSISTENCIES AND DISCREPANCIES, AND INTERPRETATION OF DISCREPANCIES; (4) RECOMMENDATIONS FOR EVALUATION DESIGN REVISIONS WITH A RATIONALE FOR EACH; AND (5) CONFIRMATION OR QUESTIONING OF THE NEED FOR PROGRAM MODIFICATIONS PROPOSED IN THE PROJECT EVALUATION. (FOR RELATED DOCUMENT, SEE RC 007 264.) (NQ)

ACCESSION NUMBER: ED081555

PUBLICATION DATE: 73

TITLE: EVALUATION REPORT OF THE HARLANDALE INDEPENDENT SCHOOL DISTRICT'S BILINGUAL EDUCATION PROGRAM.

PERSONAL AUTHOR: HARRISON, HELENE W.

DESCRIPTOR: ACHIEVEMENT TESTS; *BILINGUAL EDUCATION; *ELEMENTARY GRADES; *FEDERAL PROGRAMS; *MEXICAN AMERICANS; MINORITY GROUP CHILDREN; *PROGRAM EVALUATION; SPANISH SPEAKING; TABLES (DATA)

IDENTIFIER: HARLANDALE; *TEXAS

DESCRIPTIVE NOTE: 107P.; OVERSIZED PAGES, ACTUAL PAGE COUNT 90

THE 1973 REPORT EVALUATES THE BILINGUAL EDUCATION PROGRAM OF HARLANDALE INDEPENDENT SCHOOL DISTRICT. THE BILINGUAL PROGRAM IS DESIGNED FOR SPANISH SPEAKING PUPILS IN GRADES K-5 (1,517 CHILDREN IN 8 OF THE DISTRICT'S 15 ELEMENTARY SCHOOLS) WHO HAVE LIMITED ENGLISH-SPEAKING ABILITY. THE 1972-73 PROJECT INVOLVED (1) DEVELOPMENT AND REVISION OF CURRICULUM MATERIALS; (2) BILINGUAL INSTRUCTION IN K-5; (3) PRESERVICE AND INSERVICE TRAINING OF BILINGUAL TEACHERS AND AIDES; (4) SUPERVISION OF BILINGUAL STUDENT TEACHERS AND STUDENT INTERNS; (5) INVOLVEMENT OF BILINGUAL PARENTS IN THEIR CHILDREN'S EDUCATION; (6) INCREASED COMMUNITY SUPPORT FOR BILINGUAL EDUCATION; AND (7) COORDINATION OF THE COOPERATIVE EFFORTS OF 2 SCHOOL DISTRICTS AND A TEACHER-TRAINING INSTITUTION--HARLANDALE INDEPENDENT SCHOOL DISTRICT, SAN MARCOS INDEPENDENT SCHOOL DISTRICT, AND SOUTHWEST TEXAS STATE UNIVERSITY. THE 31 TABLES GIVE RESULTS OF TESTS USED TO EVALUATE THE BILINGUAL PROGRAM--E.G., PEABODY PICTURE VOCABULARY TESTS, METROPOLITAN ACHIEVEMENT TEST, PROFRA DE LECTURA, REP TEST IN SOCIAL STUDIES AND SCIENCE, ALLOCATION OF TIME IN LANGUAGE TEACHING (ENGLISH AND SPANISH), AND INFERRED SELF-CONCEPT SCORES. EIGHT RECOMMENDATIONS ARE ALSO INCLUDED--E.G., THE COORDINATOR SHOULD EMPHASIZE TO TEACHERS THE NEED TO DEVELOP BOTH ENGLISH AND SPANISH READING COMPREHENSION. (FOR RELATED DOCUMENTS, SEE RC 007 267, 268.) (FF)

ACCESSION NUMBER: EDC81556

PUBLICATION DATE: 12 JUN 73

TITLE: FINAL EVALUATION ACCOMPLISHMENT AUDIT OF THE HARLANDALE INDEPENDENT SCHOOL DISTRICT'S BILINGUAL EDUCATION PROGRAM.

PERSONAL AUTHOR: PROCHNOW, HAROLD G.

DESCRIPTOR: *BILINGUAL EDUCATION; COST EFFECTIVENESS; EDUCATIONAL ACCOUNTABILITY; ELEMENTARY GRADES; *FEDERAL PROGRAMS; GUIDELINES; *MEXICAN AMERICANS; MINORITY GROUP CHILDREN; *PROGRAM EFFECTIVENESS; *PROGRAM EVALUATION; SPANISH SPEAKING; SYSTEMS ANALYSIS

IDENTIFIER: HARLANDALE; *TEXAS

DESCRIPTIVE NOTE: 16P.

THE AUDIT REPORT WAS MADE IN COMPLIANCE WITH THE CONTRACTUAL AGREEMENTS, LEGAL PRESCRIPTIONS, AND OFFICIAL DIRECTIVES UNDER THE PROVISIONS OF TITLE VII OF PUBLIC LAW 89-10, AS AMENDED, FOR THE ESTABLISHMENT AND OPERATION OF BILINGUAL EDUCATION PROGRAMS. THE AUDIT REPORT (JUNE 12, 1973) IS ON THE BILINGUAL EDUCATION PROGRAM (IN ITS 4TH YEAR OF OPERATION) OF THE HARLANDALE INDEPENDENT SCHOOL DISTRICT. THIS REPORT GIVES A CRITIQUE OF THE QUALITY OF THE PROJECT EVALUATION, DISCUSSES THE FINDINGS OF THE PROJECT AND THE AUDIT, AND CONFIRMS OR QUESTIONS THE NEED FOR PROGRAM MODIFICATIONS PROPOSED AS A RESULT OF THE EVALUATION. THE SCOPE FOLLOWS THE SUGGESTED U.S. OFFICE OF EDUCATION AUDIT REPORT AREAS--(1) INTRODUCTORY AND GENERAL COMMENTS CONCERNING THE QUALITY AND SIGNIFICANCE OF THE FINAL EVALUATION REPORT; (2) DETAILED CRITIQUE OF THE PRODUCT AND PROCESS EVALUATION CONDUCTED FOR OPERATION AND MANAGEMENT, BASED ON AN ASSESSMENT OF THE INSTRUMENTS USED, DATA COLLECTION PROCEDURES, DATA ANALYSIS TECHNIQUES, AND DATA ANALYSIS PRESENTATION; (3) FINDINGS AND OBSERVATIONS AS A RESULT OF ON-SITE VISITS AND EXAMINATION OF EVALUATIVE DATA WITH A SUMMARY OF CONSISTENCIES AND DISCREPANCIES; (4) RECOMMENDATIONS FOR EVALUATION DESIGN REVISION; AND (5) THE NEED FOR PROGRAM MODIFICATION. (FOR RELATED DOCUMENTS, SEE RC 007 266, 268.) (FF)

ACCESSION NUMBER: ED081557

PUBLICATION DATE: JUL 69

TITLE: EVALUATION OF THE BILINGUAL PROJECT OF HARLANDALE INDEPENDENT SCHOOL DISTRICT, SAN ANTONIO, TEXAS, IN THE FIRST, SECOND, AND THIRD GRADES OF FOUR ELEMENTARY SCHOOLS DURING 1968-69 SCHOOL YEAR.

PERSONAL AUTHOR: PRYOR, GUY C.

DESCRIPTOR: *BILINGUAL EDUCATION; *ELEMENTARY GRADES; *FEDERAL PROGRAMS; GRADE 1; GRADE 2; GRADE 3; *MEXICAN AMERICANS; MINORITY GROUP CHILDREN; *PROGRAM EVALUATION; SPANISH SPEAKING

IDENTIFIER: HARLANDALE; *TEXAS

DESCRIPTIVE NOTE: 37P.

THE DOCUMENT IS AN EVALUATION OF THE BILINGUAL INSTRUCTIONAL PROJECT IN THE 1ST, 2ND, AND 3RD GRADES OF 4 ELEMENTARY SCHOOLS IN THE HARLANDALE INDEPENDENT SCHOOL DISTRICT, SAN ANTONIO, TEXAS, DURING THE 1968-69 SCHOOL TERM. EVALUATION OF THE 1ST GRADE INCLUDED A MENTAL ABILITY AND READING TEST--PRETEST AND POSTTEST. AT THE 2ND GRADE LEVEL, THE SCIENCE RESEARCH ASSOCIATES ACHIEVEMENT TEST IN READING WAS GIVEN AS A PRETEST AND THE INTER-AMERICAN SERIES WAS GIVEN AS A POSTTEST. FOR THE 3RD GRADE, THE SCIENCE RESEARCH ASSOCIATES ACHIEVEMENT TEST IN READING WAS GIVEN AS A PRETEST AND POSTTEST. EIGHT CONCLUSIONS ARE GIVEN--E.G., THERE WAS NO DISCERNIBLE DIFFERENCE IN LANGUAGE ACHIEVEMENT BY 2ND AND 3RD GRADE PUPILS BETWEEN THE BILINGUAL AND THE CONTROL GROUPS AS MEASURED BY READING TESTS IN ENGLISH. THE 11 RECOMMENDATIONS ENCOURAGE BETTER ORGANIZATION, BETTER PLANNING, LEADERSHIP THAT IS MORE READILY AVAILABLE, CLOSER SUPPORT BY THE PRINCIPALS, AND MORE MATERIALS. A CLOSER EVALUATOR CONTACT WITH THE PROGRAM IS ALSO RECOMMENDED. (FOR RELATED DOCUMENTS, SEE RC 007 266, 267.) (FF)

ACCESSION NUMBER: ED082184

PUBLICATION DATE: 72

TITLE: CHILDREN'S ACQUISITION OF SPANISH AND ENGLISH
MORPHOLOGICAL SYSTEMS AND NOUN PHRASES.

PERSONAL AUTHOR: MARTINEZ-BERNAL, JANET AYERS

DESCRIPTOR: *BILINGUAL STUDENTS; CHILDREN; ENGLISH;
*ENGLISH (SECOND LANGUAGE); LANGUAGE RESEARCH; LANGUAGE
SKILLS; *LANGUAGE TESTS; MONOLINGUALISM; MORPHOLOGY
(LANGUAGES); NOMINALS; PSYCHOLINGUISTICS; *SECOND LANGUAGE
LEARNING; SOCIOLINGUISTICS; *SPANISH SPEAKING

IDENTIFIER: *LANGUAGE ACQUISITION

DESCRIPTIVE NOTE: 314P.; PH.D. DISSERTATION, GEORGETOWN
UNIVERSITY

IN THIS EXPERIMENTAL STUDY FOR DEVELOPING A BILINGUAL
DIAGNOSTIC LANGUAGE TEST, FINDINGS IN ENGLISH AND SPANISH
ABOUT MONOLINGUAL LANGUAGE ACQUISITION WERE USED IN
DESIGNING MATERIALS TO INVESTIGATE THE BILINGUAL LANGUAGE
ACQUISITION (ENGLISH AND SPANISH) OF CHILDREN FIVE TO EIGHT
YEARS OLD IN TUCSON, ARIZONA. ATTENTION WAS FOCUSED ON
ACQUISITION OF THE MORPHOLOGICAL SYSTEMS AND OF NOUN PHRASES
OF VARYING DEGREES OF LENGTH AND COMPLEXITY. RESULTS
INDICATED THAT BOTH THE LINGUISTIC CONTENT AND THE TESTING
TECHNIQUES WERE APPROPRIATE FOR CHILDREN OF THIS AGE, AND
THAT ERRORS COULD BE CLASSIFIED WITH A COMBINATION OF DATA
ABOUT NATIVE LANGUAGE ACQUISITION AND CONTRASTIVE ANALYSIS.
THE RESEARCH MATERIALS SHOW THAT IT IS FEASIBLE TO USE
PSYCHOLINGUISTIC RESEARCH TECHNIQUES TO STUDY LANGUAGE
DEVELOPMENT OF BILINGUAL CHILDREN IN A SCHOOL SETTING. THE
SUBJECTS APPEAR TO BE ACQUIRING BOTH ENGLISH AND SPANISH IN
SUBSTANTIALLY THE SAME WAY AS CHILDREN WHO ARE MONOLINGUAL
IN EACH LANGUAGE. NEITHER LANGUAGE SEEMS TO BE A "SECOND"
LANGUAGE FOR THESE SUBJECTS. (AUTHOR/DI)

AVAILABILITY: UNIVERSITY MICROFILMS, A XEROX COMPANY,
DISSERTATION COPIES, POST OFFICE BOX 1764, ANN ARBOR,
MICHIGAN 48106 (ORDER NO. 72-34,186, MFIL \$4.00, XEROGRAPHY
\$10.00)

ACCESSION NUMBER: ED082498

PUBLICATION DATE: 30 JUL 73

TITLE: ON PREDICTING THE EFFECTS OF A BILINGUAL CHILDREN'S EDUCATIONAL TELEVISION PROGRAM.

PERSONAL AUTHOR: STANFORD, MONTY CARLIS

DESCRIPTOR: BEHAVIORAL OBJECTIVES; *BILINGUAL EDUCATION; BILINGUAL STUDENTS; CRITERION REFERENCED TESTS; DOCTORAL THESES; EARLY CHILDHOOD EDUCATION; *EDUCATIONAL TELEVISION; GRADE 1; GRADE 2; KINDERGARTEN; *MATHEMATICAL MODELS; *MEDIA RESEARCH; MEXICAN AMERICANS; MULTIPLE REGRESSION ANALYSIS; PREDICTION; *PREDICTIVE MEASUREMENT; PREDICTOR VARIABLES

IDENTIFIER: CARRASCOLENDAS

DESCRIPTIVE NOTE: 145P.; PH.D. DISSERTATION, UNIVERSITY OF TEXAS AT AUSTIN

RESEARCH SOUGHT TO DEVELOP A QUANTITATIVE MODEL FOR THE PREDICTION OF LEARNING EFFECTS OF A BILINGUAL CHILDREN'S EDUCATIONAL TELEVISION PROGRAM. THE STIMULUS PROGRAM SERIES CONSISTED OF 30 SESSIONS OF CARRASCOLENDAS, A SPANISH-ENGLISH SERIES WHICH WAS BASED ON SPECIFIED BEHAVIORAL OBJECTIVES AND AIMED AT STUDENTS THROUGH GRADE 2. LEARNING EFFECTS WERE MEASURED WITH CRITERION REFERENCED TESTS ADMINISTERED TO 408 MEXICAN-AMERICAN CHILDREN. DATA WERE COLLECTED ON THE INDEPENDENT VARIABLES OF COMMUNICATION STIMULI, INDIVIDUAL CHARACTERISTICS, AND CONTEXTUAL TRAITS; THE PREDICTIVE MODELS WERE BASED UPON LINEAR MULTIPLE REGRESSION ANALYSIS. RESULTS SHOWED THAT LEARNING EFFECTS CAN BE PREDICTED WITH RELATIVELY HIGH DEGREES OF RELIABILITY AND ACCURACY. FROM THIS IT WAS CONCLUDED THAT POLICY DECISIONS REGARDING EDUCATIONAL TELEVISION MUST ACCOUNT FOR CONTEXTUAL CHARACTERISTICS, AS WELL AS PROGRAM CONTENT AND OBJECTIVES, AND THAT A COMMUNICATIONS STIMULUS, SUCH AS A TELEVISION SERIES, FUNCTIONS AS ONE OF MANY STIMULI IN PRODUCING LEARNING EFFECTS. MORE DETAILED MEASURES OF THESE INDEPENDENT VARIABLES ARE NEEDED AND CONTRACTS FOR THE EVALUATION OF PROGRAM SERIES SHOULD REQUIRE THAT MEASUREMENT INVOLVE LINEAR MODELS. (LB)

ACCESSION NUMBER: ED082564

PUBLICATION DATE: 73

TITLE: BILINGUALISM IN THE SOUTHWEST.

PERSONAL AUTHOR: TURNER, PAUL R., ED.

DESCRIPTOR: AMERICAN INDIAN CULTURE; *AMERICAN INDIANS;
BICULTURALISM; BILINGUAL EDUCATION; *BILINGUALISM; ENGLISH;
ETHNIC GROUPS; *LANGUAGE RESEARCH; LINGUISTICS; *MEXICAN
AMERICANS; MINORITY GROUPS; NATIVE SPEAKERS; NAVAHO;
PSYCHOLINGUISTICS; RESEARCH; SOCIOCULTURAL PATTERNS;
*SOCIOLINGUISTICS; SPANISH

DESCRIPTIVE NOTE: 352P.

THE ARTICLES INCLUDED IN THIS BOOK ARE INTENDED TO DEMONSTRATE THE DIVERSITY OF ACADEMIC INTEREST IN THE PHENOMENON OF BILINGUALISM. ARTICLES TREAT MEXICAN-AMERICANS, AMERICAN INDIANS, AND SUGGESTIONS FOR FURTHER RESEARCH. THE FIRST TWO PARTS CONTAIN THE FOLLOWING SUBDIVISIONS: (1) ASSUMPTIONS AND METHODS, (2) LANGUAGE RESOURCES AND DEVELOPMENT, AND (3) CULTURAL AND LINGUISTIC INTERACTIONS. THERE ARE A TOTAL OF EIGHT ARTICLES IN THE FIRST SECTION, NINE IN THE SECOND, AND ONE IN THE THIRD. MANY OF THE ARTICLES INCLUDE REFERENCES FOR FURTHER RESEARCH OR CONSULTATION. TABLES AND GRAPHS HELP TO EXPLAIN INFORMATION. (SK)

AVAILABILITY: UNIVERSITY OF ARIZONA PRESS, BOX 3398,
TUCSON, ARIZONA 85772 (\$7.45)

ACCESSION NUMBER: ED082581

PUBLICATION DATE: JUL 73

TITLE: MATERIALES EN MARCHA PARA EL ESFUERZO
BILINGUE-BICULTURAL (MATERIALS ON THE MARCH FOR THE
PROMOTION OF BILINGUALISM/BICULTURALISM), JULY 1973.

DESCRIPTOR: *BICULTURALISM; *BILINGUAL EDUCATION;
BILINGUALISM; BIOGRAPHIES; CULTURE; ENGLISH; ETHNIC GROUPS;
*INSTRUCTIONAL MATERIALS; LATIN AMERICAN CULTURE; *MEXICAN
AMERICANS; MINORITY GROUPS; *NEWSLETTERS; PORTUGUESE;
SPANISH; SPANISH CULTURE

DESCRIPTIVE NOTE: 23P.: SOME MATERIAL IN SPANISH

THIS NEWSLETTER IS DESIGNED TO PROMOTE THE NEEDS AND AIMS
OF BILINGUAL-BICULTURAL EDUCATION. THIS ISSUE CONTAINS THE
FOLLOWING ARTICLES: (1) SANTILLANA'S "REDONDEL," (2)
SECONDARY BIOGRAPHIES, (3) THE CULTURE CRUNCH, AND (4)
EDITOR'S NOTES. INCLUDED IS A LIST OF SUGGESTED U.S.
DISTRIBUTORS OF EDUCATIONAL MATERIALS IN SPANISH AND
PORTUGUESE. (SK)

ACCESSION NUMBER: ED082584

PUBLICATION DATE: AUG 73

TITLE: BILINGUAL CHILDREN: A RESOURCE DOCUMENT PREPARED FOR
CHILD DEVELOPMENT ASSOCIATE CONSORTIUM, INC.

PERSONAL AUTHOR: SAVILLE-TROIKE, MURIEL

DESCRIPTOR: BIBLIOGRAPHIES; *BILINGUAL EDUCATION;
*BILINGUALISM; BILINGUAL SCHOOLS; BILINGUAL STUDENTS;
BILINGUAL TEACHERS; CHILD LANGUAGE; EARLY CHILDHOOD;
*ENGLISH; ETHNIC GROUPS; *LANGUAGE RESEARCH; LINGUISTICS;
MEXICAN AMERICANS; MINORITY GROUPS; NON ENGLISH SPEAKING;
PUERTO RICANS; *SPANISH; SPANISH SPEAKING

DESCRIPTIVE NOTE: 153P.

THIS RESOURCE DOCUMENT PRESENTS RESEARCH ON FIRST AND
SECOND LANGUAGE ACQUISITION, HOME ENVIRONMENTS, AND OTHER
CULTURAL FACTORS THAT AFFECT THE COGNITIVE OR AFFECTIVE
DEVELOPMENT OF BILINGUAL MINORITY-GROUP CHILDREN, SUCH AS
CHILD-REARING PRACTICES, STYLES OF LEARNING AND COPING, AND
VALUES AND ATTITUDES. SECTIONS ARE DEVOTED TO THE NATURE OF
LANGUAGE, LINGUISTIC DIVERSITY, CHILD LANGUAGE ACQUISITION,
BECOMING BILINGUAL, PROFILES OF BILINGUAL CHILDREN, AND
IMPLICATIONS FOR EARLY-CHILDHOOD PROGRAM DEVELOPMENT.
INCLUDED ARE APPENDIXES WHICH PROVIDE MORE DETAILED
INFORMATION ON THE SPECIFIC ETHNIC GROUPS AND AN EXTENSIVE
BIBLIOGRAPHY. (AUTHOR/SK)

ACCESSION NUMBER: ED082819

PUBLICATION DATE: AUG 72

TITLE: NATIONAL CONFERENCE: EARLY CHILDHOOD EDUCATION AND THE CHICANITO (TUCSON, ARIZONA, AUGUST 3-5, 1972).

PERSONAL AUTHOR: CHAVEZ, RAFAEL, ED.

DESCRIPTOR: *BILINGUAL EDUCATION; BILINGUAL STUDENTS; *CONFERENCE REPORTS; CULTURAL ENVIRONMENT; *EARLY CHILDHOOD EDUCATION; ENGLISH (SECOND LANGUAGE); *INSTRUCTIONAL MATERIALS; MEXICAN AMERICANS; MUSIC EDUCATION; *SPANISH SPEAKING; TEACHER EDUCATION; TELEVISED INSTRUCTION; WORKSHOPS

DESCRIPTIVE NOTE: 89P.

THIS DOCUMENT REPORTS ON A NATIONAL MEETING ORGANIZED BY THE STATE TRAINING OFFICE IN ARIZONA THROUGH THE COMBINED EFFORTS OF MEXICAN AMERICAN SYSTEMS AND THE OFFICE OF CHILD DEVELOPMENT. THE EMPHASIS OF THE MEETING WAS TO ENCOURAGE IMPLEMENTATION OF BILINGUAL-BICULTURAL EDUCATION FOR CHICANITOS AT EARLY STAGES OF THEIR DEVELOPMENT. THE FIRST SECTION OF THE REPORT PRESENTS SUMMARIES OF THE ACTIVITIES OF 19 SMALL GROUP WORKSHOPS, WITH TOPICS INCORPORATING PROBLEMS OF THE CHICANO CHILD, MEXICAN-AMERICAN LIFE STYLE, TEACHER TRAINING, EXISTING BILINGUAL PROGRAMS, AND NEW APPROACHES TO BICULTURAL EDUCATION. THE SECOND PART OF THE REPORT LISTS THE COMPANIES WHO EXHIBITED THEIR BILINGUAL MATERIALS AT THE CONFERENCE. AN ABSTRACT BIBLIOGRAPHY OF 20 RELEVANT PAPERS, AND A BIBLIOGRAPHY OF 34 TEXTBOOKS CONCERNED IN VARIOUS WAYS WITH BILINGUAL EDUCATION ARE INCLUDED. THE FINAL SECTION OF THE DOCUMENT INCLUDES PRECONFERENCE CORRESPONDENCE FROM GOVERNMENT OFFICIALS, EDUCATIONAL ADMINISTRATORS, AND PROFESSORS. RESULTS OF THE WORKSHOP EVALUATIONS ARE LISTED, BASED ON RATING SCALES COMPLETED BY ALL PARTICIPANTS. THE PUBLICITY GENERATED BY THE CONFERENCE IS REVIEWED, AS ARE INITIAL INDICATIONS OF LASTING EFFECTS OF THE MEETING. (DP)

ACCESSION NUMBER: ED082820

PUBLICATION DATE: 71

TITLE: A DEVELOPMENTAL PROGRAM FOR TEACHING ENGLISH AS A SECOND LANGUAGE TO PRESCHOOL CHILDREN.

PERSONAL AUTHOR: GONZALEZ-MENA, JANET

DESCRIPTOR: *BILINGUAL EDUCATION; CONCEPT FORMATION; EDUCATIONAL IMPROVEMENT; *ENGLISH (SECOND LANGUAGE); *HOME PROGRAMS; *LEARNING ACTIVITIES; MUSIC ACTIVITIES; *PRESCHOOL CHILDREN; SPANISH SPEAKING; STUDENT MOTIVATION; STUDENT TEACHER RELATIONSHIP; TEACHING METHODS

IDENTIFIER: CUAUHEMOC BILINGUAL PRESCHOOL PROJECT

DESCRIPTIVE NOTE: 74P.

THE CUAUHEMOC BILINGUAL PRESCHOOL PROJECT, REDWOOD CITY, CALIFORNIA, IS DESIGNED TO TEACH SPANISH-SPEAKING PRESCHOOLERS ENGLISH IN CLASSES CONDUCTED IN THEIR HOMES. THE LESSON PLANS (CALLED "ENGLISH EXPERIENCES") ARE BASED ON A SET OF PRINCIPLES: (1) ESTABLISHMENT OF A LANGUAGE RELATIONSHIP IS AN IMPORTANT MEANS OF MOTIVATING THE CHILD TO LEARN THE TARGET LANGUAGE, (2) YOUNG CHILDREN NEED A TOTAL DEVELOPMENT PROGRAM, AND (3) CHILDREN LEARN BY DOING. EMPHASIS IS PLACED ON THE CHILD'S NEED TO LEARN LANGUAGE IN REAL SITUATIONS WITH CONCRETE EXPERIENCES, WHILE RETAINING HIS ORIGINAL LANGUAGE AND SELF-ESTEEM. TEACHING METHODS ARE DISCUSSED, AND NINE SPECIFIC PERFORMANCE OBJECTIVES OF THE CUAUHEMOC PROJECT ARE OUTLINED. A LIST OF SUGGESTED ACTIVITIES, MATERIALS, BOOKS, AND SONGS ARE INCLUDED. A CHILD'S PICTURE-WORD MATCHING WORKBOOK IS ALSO INCLUDED. (ST)

ACCESSION NUMBER: ED082870

PUBLICATION DATE: 71

TITLE: EACH ONE LEARNING. A SMALL GROUP PROCESS MANUAL FOR TEACHERS. THIRD PRINTING.

PERSONAL AUTHOR: BAKER, JEAN M.; AND OTHERS

DESCRIPTOR: *BICULTURALISM; *BILINGUAL EDUCATION; CLASSROOM ENVIRONMENT; GROUP MEMBERSHIP; INDIVIDUALIZED INSTRUCTION; INSTRUCTIONAL MATERIALS; *LANGUAGE SKILLS; LEARNING ACTIVITIES; PEER TEACHING; *SECOND LANGUAGE LEARNING; *SMALL GROUP INSTRUCTION; SPANISH SPEAKING; TEACHING TECHNIQUES

IDENTIFIER: ENGLISH SPEAKING

DESCRIPTIVE NOTE: 65P.

A BILINGUAL-BICULTURAL PROGRAM WAS CONDUCTED IN 6 SECOND GRADE CLASSROOMS IN 3 PHOENIX, ARIZONA SCHOOLS TO DEVELOP AND IMPLEMENT A SMALL GROUP PROCESS APPROACH TO BILINGUAL EDUCATION. THIS APPROACH WAS DESCRIBED IN THE REPORT, ALONG WITH THE SKILLS REQUIRED FOR IT. EXAMPLES OF ROOM ENVIRONMENT, GROUPING PROCEDURES, TEACHING TECHNIQUES, ACTIVITIES, AND NECESSARY MATERIALS WERE GIVEN. CLASSROOM FLOORPLANS, A BIBLIOGRAPHY, AND A SAMPLE CHECKLIST WERE ALSO PROVIDED. IT WAS NOTED THAT THE SMALL GROUP PROCESS APPROACH DOES NOT GUARANTEE GREATER STUDENT EFFECTIVENESS AND EXPRESSION, BUT IT DOES PROVIDE THE ENVIRONMENT AND TECHNIQUES FOR TEACHING AND PRACTICING NEW BEHAVIORS THAT ULTIMATELY IMPROVE GROUP PARTICIPATION AND AWAKEN EACH CHILD TO MORE ACTIVE PARTICIPATION IN THE LEARNING PROCESS. (PS)

ACCESSION NUMBER: ED082881

PUBLICATION DATE: OCT 73

TITLE: MEXICAN AMERICAN EDUCATION, A SELECTED BIBLIOGRAPHY
(WITH ERIC ABSTRACTS). ERIC/CRESS SUPPLEMENT NO. 3.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *ANNOTATED
BIBLIOGRAPHIES; *BILINGUAL EDUCATION; DISADVANTAGED YOUTH;
*ENGLISH (SECOND LANGUAGE); ETHNIC GROUPS; *MEXICAN
AMERICANS; PRESCHOOL CHILDREN; SELF CONCEPT; *SPANISH
SPEAKING

DESCRIPTIVE NOTE: 294P.

ACCESS TO SOME OF THE LATEST RESEARCH FINDINGS AND DEVELOPMENTS IN MEXICAN AMERICAN EDUCATION IS PROVIDED IN THIS BIBLIOGRAPHY. A SUPPLEMENT TO 3 PREVIOUS ERIC/CRESS PUBLICATIONS: "MEXICAN AMERICAN EDUCATION, A SELECTED BIBLIOGRAPHY" (ED 031 352), "MEXICAN AMERICAN EDUCATION, A SELECTED BIBLIOGRAPHY--SUPPLEMENT NO. 1" (ED 048 961), AND "MEXICAN AMERICAN EDUCATION, A SELECTED BIBLIOGRAPHY (WITH ERIC ABSTRACTS)--ERIC/CRESS SUPPLEMENT NO. 2" (ED 065 217), THE PRESENT BIBLIOGRAPHY CONTAINS 221 CITATIONS AND ABSTRACTS WHICH APPEARED IN "RESEARCH IN EDUCATION" FROM MARCH 1972 THROUGH MARCH 1973. ALSO INCLUDED ARE 86 CITATIONS WHICH APPEARED IN "CURRENT INDEX TO JOURNALS IN EDUCATION" FROM APRIL 1972 THROUGH MARCH 1973. BILINGUAL EDUCATION AND ENGLISH AS A SECOND LANGUAGE ARE EMPHASIZED. ORDERING INFORMATION AND SUBJECT INDEXES ARE INCLUDED. (NQ)

AVAILABILITY: NATIONAL EDUCATIONAL LABORATORY PUBLISHERS, INC., 813 AIRPORT BOULEVARD, AUSTIN, TEXAS 78702 (STOCK NO. EC-003, \$5.00)

ACCESSION NUMBER: ED082907

PUBLICATION DATE: AUG 73

TITLE: THE INFLUENCE OF PHONOLOGICAL CHARACTERISTICS UPON ORTHOGRAPHY IN MEXICAN-AMERICAN SECOND GRADERS.

PERSONAL AUTHOR: ALVAREZ, SALVADOR

DESCRIPTOR: *BILINGUAL EDUCATION; ENGLISH (SECOND LANGUAGE); GRADE 2; *LANGUAGE SKILLS; MEXICAN AMERICANS; *PHONEMICS; *SPANISH SPEAKING; *SPELLING; TEACHING METHODS

IDENTIFIER: CORPUS CHRISTI; SAN ANTONIO; TEXAS

DESCRIPTIVE NOTE: 216P.; DOCTOR'S DISSERTATION, UNIVERSITY OF TEXAS AT AUSTIN

THIS 1970-71 STUDY COMPARED THE RELATIONSHIP OF PRONUNCIATION TO SPELLING, IN ENGLISH AND SPANISH, FOR MEXICAN AMERICAN SECOND GRADERS IN CORPUS CHRISTI AND SAN ANTONIO, TEXAS. THE INVESTIGATOR SELECTED 78 CHILDREN FROM 5 PARTICIPATING SCHOOLS: 2 IN SAN ANTONIO AND 3 IN CORPUS CHRISTI. THE PUBLIC SCHOOLS FROM WHICH THE SAMPLES WERE DRAWN ARE LOCATED IN EDUCATIONALLY, ECONOMICALLY, AND CULTURALLY SIMILAR NEIGHBORHOODS. A SECOND ASPECT OF THE RESEARCH COMPARED THE TYPE OF INSTRUCTION, BILINGUAL OR MONOLINGUAL, THE FORMER REPRESENTED BY THE CORPUS CHRISTI SAMPLE, THE LATTER BY SAN ANTONIO. THE GLORIA AND DAVID ORAL BILINGUAL TEST -- SPANISH AND ENGLISH WAS USED AS THE ASSESSMENT INSTRUMENT. MAIN CONCLUSIONS OF THE STUDY WERE THAT: THE SAMPLE INVOLVING BILINGUAL INSTRUCTION DID SIGNIFICANTLY BETTER IN ENGLISH PHONOLOGY; OTHER FACTORS BESIDES SEX, AGE, HOME LANGUAGE, NUMBER OF SIBLINGS, AND TYPE OF INSTRUCTION MAY HAVE INFLUENCED TEST RESULTS. IT WAS RECOMMENDED THAT BILINGUAL INSTRUCTION BE USED TO TEACH CHILDREN WHOSE HOME LANGUAGE IS SPANISH. THE APPENDICES INCLUDED SUCH THINGS AS TAPED SPELLING TESTS IN ENGLISH AND SPANISH AND SPANISH AND ENGLISH TEST IN PHONEMIC NOTATION. (KM)

ACCESSION NUMBER: ED083853

PUBLICATION DATE: 72

TITLE: TECNOLOGIA EDUCATIVA: LENGUA NACIONAL 1. GUIONES
DIDACTICOS PARA EL PROFESOR (EDUCATIONAL TECHNOLOGY:
NATIONAL LANGUAGE 1. TEACHER'S GUIDE).

PERSONAL AUTHOR: PENICHE LEGER, MARIA ELENA

DESCRIPTOR: BEGINNING READING; *BILINGUAL EDUCATION;
DEVELOPMENTAL READING; EARLY READING; LANGUAGE ARTS;
*MEXICAN AMERICANS; READING; *READING MATERIALS; READING
PROGRAMS; *SPANISH; SPANISH SPEAKING; STORY READING;
*TEACHING GUIDES

DESCRIPTIVE NOTE: 210P.; IN SPANISH

THIS IS THE FIRST IN A SERIES OF SIX TEACHER'S GUIDES
DESIGNED TO ACCOMPANY THE SENDA TEXTBOOKS (FL 004 047
THROUGH 004 052). IT CONTAINS INSTRUCTIONS FOR PRESENTING
THE LESSONS AND FOR HANDLING THE INDIVIDUAL NEEDS OF THE
PUPILS. (AUTHOR/SK)

AVAILABILITY: SANTILLANA PUBLISHING CO., DISTRIBUTION
CENTER, 295 EVANSTON DRIVE, HIGHTSTOWN, N. J. 08520 (\$3.50)

ACCESSION NUMBER: ED083854

PUBLICATION DATE: 72

TITLE: TECNOLOGIA EDUCATIVA: LENGUA NACIONAL 2. GUIONES DIDACTICOS PARA EL PROFESOR (EDUCATIONAL TECHNOLOGY: NATIONAL LANGUAGE 2. TEACHER'S GUIDE).

PERSONAL AUTHOR: PENICHE LEGER, MARIA ELENA

DESCRIPTOR: BEGINNING READING; *BILINGUAL EDUCATION; DEVELOPMENTAL READING; EARLY READING; LANGUAGE ARTS; *MEXICAN AMERICANS; READING; *READING MATERIALS; READING PROGRAMS; *SPANISH; SPANISH SPEAKING; STORY READING; *TEACHING GUIDES

DESCRIPTIVE NOTE: 144P.; IN SPANISH

THIS IS THE SECOND IN A SERIES OF SIX TEACHER'S GUIDES DESIGNED TO ACCOMPANY THE SENDA TEXTBOOKS (FL 004 047 THROUGH 004 052). IT CONTAINS INSTRUCTIONS FOR PRESENTING THE LESSONS AND FOR HANDLING THE INDIVIDUAL NEEDS OF THE PUPILS. (AUTHOR/SK)

AVAILABILITY: SANTILLANA PUBLISHING CO., DISTRIBUTION CENTER, 295 EVANSTON DRIVE, HIGHTSTOWN, N. J. 08520 (\$3.50)

ACCESSION NUMBER: ED083855

PUBLICATION DATE: 72

TITLE: TECNOLOGIA EDUCATIVA: LENGUA NACIONAL 3. GUIONES DIDACTICOS PARA EL PROFESOR (EDUCATIONAL TECHNOLOGY: NATIONAL LANGUAGE 3. TEACHER'S GUIDE).

PERSONAL AUTHOR: PENICHE LEGER, MARIA ELENA

DESCRIPTOR: BEGINNING READING; *BILINGUAL EDUCATION; DEVELOPMENTAL READING; EARLY READING; LANGUAGE ARTS; *MEXICAN AMERICANS; READING; *READING MATERIALS; READING PROGRAMS; *SPANISH; SPANISH SPEAKING; STORY READING; *TEACHING GUIDES

DESCRIPTIVE NOTE: 144P.; IN SPANISH

THIS IS THE THIRD IN A SERIES OF SIX TEACHER'S GUIDES DESIGNED TO ACCOMPANY THE SENDA TEXTBOOKS (FL 004 047 THROUGH 004 052). IT CONTAINS INSTRUCTIONS FOR PRESENTING THE LESSONS AND FOR HANDLING THE INDIVIDUAL NEEDS OF THE PUPILS. (AUTHOR/SK)

AVAILABILITY: SANTILLANA PUBLISHING CO., DISTRIBUTION CENTER, 295 EVANSTON DRIVE, HIGHTSTOWN, N. J. 08520 (\$3.50)

ACCESSION NUMBER: ED083856

PUBLICATION DATE: 72

TITLE: TECNOLOGIA EDUCATIVA: LENGUA NACIONAL 4. GUIONES
DIDACTICOS PARA EL PROFESOR (EDUCATIONAL TECHNOLOGY:
NATIONAL LANGUAGE 4. TEACHER'S GUIDE).

PERSONAL AUTHOR: PENICHE LEGER, MARIA ELENA

DESCRIPTOR: BEGINNING READING; *BILINGUAL EDUCATION;
DEVELOPMENTAL READING; EARLY READING; LANGUAGE ARTS;
*MEXICAN AMERICANS; READING; *READING MATERIALS; READING
PROGRAMS; *SPANISH; SPANISH SPEAKING; STORY READING;
*TEACHING GUIDES

DESCRIPTIVE NOTE: 144P.; IN SPANISH

THIS IS THE FOURTH IN A SERIES OF SIX TEACHER'S GUIDES
DESIGNED TO ACCOMPANY THE SENDA TEXTBOOKS (FL 004 047
THROUGH 004 052). IT CONTAINS INSTRUCTIONS FOR PRESENTING
THE LESSONS AND FOR HANDLING THE INDIVIDUAL NEEDS OF THE
PUPILS. (AUTHOR/SK)

AVAILABILITY: SANTILLANA PUBLISHING CO., DISTRIBUTION
CENTER, 295 EVANSTON DRIVE, HIGHTSTOWN, N. J. 08520 (\$3.50)

ACCESSION NUMBER: ED083857

PUBLICATION DATE: 72

TITLE: TECNOLOGIA EDUCATIVA: LENGUA NACIONAL 5. GUIONES
DIDACTICOS PARA EL PROFESOR (EDUCATIONAL TECHNOLOGY:
NATIONAL LANGUAGE 5. TEACHER'S GUIDE).

PERSONAL AUTHOR: PENICHE LEGER, MARIA ELENA

DESCRIPTOR: BEGINNING READING; *BILINGUAL EDUCATION;
DEVELOPMENTAL READING; EARLY READING; LANGUAGE ARTS;
*MEXICAN AMERICANS; READING; *READING MATERIALS; READING
PROGRAMS; *SPANISH; SPANISH SPEAKING; STORY READING;
*TEACHING GUIDES

DESCRIPTIVE NOTE: 145P.; IN SPANISH

THIS IS THE FIFTH IN A SERIES OF SIX TEACHER'S GUIDES
DESIGNED TO ACCOMPANY THE SENDA TEXTBOOKS (FL 004 047
THROUGH 004 052). IT CONTAINS INSTRUCTIONS FOR PRESENTING
THE LESSONS AND FOR HANDLING THE INDIVIDUAL NEEDS OF THE
PUPILS. (AUTHOR/SK)

AVAILABILITY: SANTILLANA PUBLISHING CO., DISTRIBUTION
CENTER, 295 EVANSTON DRIVE, HIGHTSTOWN, N. J. 08520 (\$3.50)

ACCESSION NUMBER: ED083858

PUBLICATION DATE: 72

TITLE: TECNOLOGIA EDUCATIVA: LENGUA NACIONAL 6. GUIONES
DIDACTICOS PARA EL PROFESOR (EDUCATIONAL TECHNOLOGY:
NATIONAL LANGUAGE 6. TEACHER'S GUIDE).

PERSONAL AUTHOR: PENICHE LEGER, MARIA ELENA

DESCRIPTOR: BEGINNING READING; *BILINGUAL EDUCATION;
DEVELOPMENTAL READING; EARLY READING; LANGUAGE ARTS;
*MEXICAN AMERICANS; READING; *READING MATERIALS; READING
PROGRAMS; *SPANISH; SPANISH SPEAKING; STORY READING;
*TEACHING GUIDES

DESCRIPTIVE NOTE: 144P.; IN SPANISH

THIS IS THE SIXTH IN A SERIES OF SIX TEACHER'S GUIDES
DESIGNED TO ACCOMPANY THE SENDA TEXTBOOKS (FL 004 047
THROUGH 004 052). IT CONTAINS INSTRUCTIONS FOR PRESENTING
THE LESSONS AND FOR HANDLING THE INDIVIDUAL NEEDS OF THE
PUPILS. (AUTHOR/SK)

AVAILABILITY: SANTILLANA PUBLISHING CO., DISTRIBUTION
CENTER, 295 EVANSTON DRIVE, HIGHTSTOWN, N. J. 08520 (\$3.50)

ACCESSION NUMBER: ED084058

PUBLICATION DATE: 72

TITLE: TITLE I ESEA CASE STUDY: THE BILINGUAL PROGRAM,
TUCUMCARI, NEW MEXICO.

DESCRIPTOR: *BILINGUAL EDUCATION; COMMUNITY INVOLVEMENT;
CURRICULUM DEVELOPMENT; ENGLISH (SECOND LANGUAGE);
INFORMATION DISSEMINATION; PARENT PARTICIPATION; *PROGRAM
DESCRIPTIONS: *PROGRAM DEVELOPMENT; *PROGRAM PLANNING;
*SPANISH SPEAKING; STUDENT NEEDS

IDENTIFIER: NEW MEXICO; *TUCUMCARI

DESCRIPTIVE NOTE: 23P.

MORE THAN THREE-FOURTHS OF THE NATION'S SCHOOL DISTRICTS RECEIVE FUNDS FOR IMPROVING OPPORTUNITIES FOR EDUCATIONALLY DEPRIVED CHILDREN IN LOW-INCOME AREAS UNDER TITLE I OF THE ELEMENTARY AND SECONDARY ACT. THE DIVISION OF COMPENSATORY EDUCATION, WHICH ADMINISTERS TITLE I IN THE U.S. OFFICE OF EDUCATION, HAS EXAMINED A NUMBER OF SUCCESSFUL PROJECTS. THESE PROJECTS CAN BE USED AS EXAMPLES FOR OTHER SCHOOL DISTRICTS IMPLEMENTING SIMILAR PROGRAMS. THE CASE STUDIES OF THESE EXAMINATIONS COMPRISE A SERIES WHICH DESCRIBES WHAT IS BEING DONE IN SPECIFIC LOCALES AND WHERE AND IN WHAT WAYS THE TITLE I MISSION IS BEING ACCOMPLISHED. IN THIS REPORT, THE BILINGUAL PROGRAM AT TUCUMCARI, NEW MEXICO, WHICH HAS BEEN IN EFFECT SINCE SEPTEMBER 1969, IS EXAMINED. THE PROGRAM ATTEMPTS TO IMPROVE THE EDUCATIONAL OPPORTUNITY AND THE OVERALL SCHOOL EXPERIENCE FOR 162 EDUCATIONALLY DEPRIVED CHILDREN BY DEVELOPING BOTH SPANISH AND ENGLISH LITERACY SKILLS, PROVIDING BILINGUAL INSTRUCTION IN SOCIAL STUDIES AND CULTURAL ENRICHMENT, AND DEVELOPING POSITIVE SELF-IMAGE AND CULTURAL IDENTITY. THE PROGRAM IS EXAMINED FOR PLANNING, MANAGEMENT, AND IMPLEMENTATION. THE DETAILED BUDGET FOR FISCAL YEAR 1972 AND VARIOUS COMPONENTS OF THE TESTING PROGRAM COMPLETED BY FALL 1970 AND THEIR RESULTS ARE ALSO GIVEN. (NO)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT
PRINTING OFFICE, WASHINGTON, D.C. 20402 (HE 5.237:37092,
\$0.30)

ACCESSION NUMBER: ED084073

PUBLICATION DATE: 73

TITLE: BILINGUAL BICULTURAL EDUCATION FOR CHICANOS IN THE
SOUTHWEST.

PERSONAL AUTHOR: TRUEBA, HENRY T.

DESCRIPTOR: *ATTITUDES; *BICULTURALISM; *BILINGUAL
EDUCATION; CULTURAL BACKGROUND; EDUCATIONAL PHILOSOPHY;
*MEXICAN AMERICANS; *PROGRAM ATTITUDES

IDENTIFIER: *SOUTHWEST

DESCRIPTIVE NOTE: 13P.

THE UNITED STATES OFFICE OF EDUCATION DEFINES BILINGUAL BICULTURAL (B/B) EDUCATION AS THE USE OF 2 LANGUAGES (ONE OF WHICH IS ENGLISH) IN A WELL-ORGANIZED PROGRAM WHICH WOULD INCLUDE THE HISTORY AND CULTURE ASSOCIATED WITH THE STUDENT'S NATIVE LANGUAGE. IN THIS PAPER, SOME CHICANO PERCEPTIONS OF SOUTHWESTERN B/B EDUCATION ARE REVIEWED. BILINGUAL BICULTURAL EDUCATION IS VIEWED IN THE FRAMEWORK OF THE CHICANO'S CULTURAL EXPERIENCES; THE DIFFERENT EDUCATIONAL PHILOSOPHIES REFLECTED BY CHICANO EDUCATORS; AND THE EXPECTATIONS OF CHICANO EDUCATORS. LIFE HISTORIES OF 15 CHICANO TEACHERS AND THEIR RELATIVES AND INTERVIEWS WITH 40 OF THE 125 B/B TEACHERS TRAINED IN THE MEXICAN AMERICAN EDUCATION PROJECT AT CALIFORNIA STATE UNIVERSITY (SACRAMENTO) DURING THE LAST 5 YEARS WERE USED. THE TOPICS DISCUSSED INCLUDE: THE SOCIOCULTURAL EXPERIENCE OF THE CHICANO; TYPES, SCOPE, AND IMPACT OF B/B EDUCATION; THE NEW B/B EDUCATION PROGRAM IN THE PLANNING STAGE; THE LEGITIMACY AND ACCEPTABILITY OF B/B EDUCATION; AND UNRESOLVED PROBLEMS OF B/B EDUCATION FOR CHICANOS. THE VIEWS OF THE TEACHERS WHO PARTICIPATED IN THE MEXICAN AMERICAN EDUCATION PROJECT DURING 1971-73 ARE SUMMARIZED. (NQ)

ACCESSION NUMBER: ED084914

PUBLICATION DATE: JUN 73

TITLE: MATERIALES EN MARCHA PARA EL ESFUERZO
BILINGUE--BICULTURAL (MATERIALS ON THE MARCH FOR THE
PROMOTION OF BILINGUALISM/BICULTURALISM), MAY-JUNE 1973.

DESCRIPTOR: *BICULTURALISM; *BILINGUAL EDUCATION;
BILINGUALISM; BILINGUAL STUDENTS; *ENGLISH; ETHNIC GROUPS;
INSTRUCTIONAL MATERIALS; LANGUAGE ARTS; MEXICAN AMERICANS;
MINORITY GROUPS; *NEWSLETTERS; PORTUGUESE; READING;
SCIENCES; *SPANISH

DESCRIPTIVE NOTE: 36P.; IN ENGLISH AND SPANISH

THIS NEWSLETTER IS DESIGNED TO PROMOTE THE ADVANCEMENT OF
BILINGUAL-BICULTURAL EDUCATION. ARTICLES IN THIS ISSUE
INCLUDE "HUMANIZING EDUCATION FOR THE CHICANO,"
"INDIVIDUALIZING SPANISH LANGUAGE ARTS AT THE SECOND GRADE
LEVEL," "TWO EYE-CATCHING THIRD-GRADE SCIENCE TESTS," "HAPPY
JUNIOR HIGH READING WITH 'EL GALANO ARTE DE LEER'", AND
"FIELD-TESTING FAVORITES: SAMPLE LESSON FOR 'NATURALEZA Y
SOCIEDAD'." PART OF THE TEXT IS IN SPANISH. ALSO INCLUDED IS
A SUGGESTED LIST OF U.S. DISTRIBUTORS OF EDUCATIONAL
MATERIALS IN SPANISH AND PORTUGUESE. (SK)

ACCESSION NUMBER: ED085120

PUBLICATION DATE: 73

TITLE: MEXICAN-AMERICAN BIBLIOGRAPHY. BILINGUAL BICULTURAL EDUCATION.

PERSONAL AUTHOR: TRUEBA, HENRY T.

DESCRIPTOR: *BIBLIOGRAPHIES; *BICULTURALISM; *BILINGUAL EDUCATION; CULTURAL BACKGROUND; ECONOMICS; ENGLISH (SECOND LANGUAGE); HISTORY; LANGUAGE DEVELOPMENT; LINGUISTICS; MENTAL HEALTH; *MEXICAN AMERICANS; PUBLICATIONS; RURAL POPULATION; *SOCIAL SCIENCES; SOCIOLOGY; SPANISH SPEAKING

DESCRIPTIVE NOTE: 26P.

THREE HUNDRED AND SIX BOOKS AND ARTICLES PUBLISHED BETWEEN 1919 AND 1973 ARE LISTED IN THIS BIBLIOGRAPHY COVERING MEXICAN AMERICANS AND BILINGUAL BICULTURAL EDUCATION. IT IS DIVIDED INTO 3 MAJOR SECTIONS: (1) SOCIAL SCIENCES, (2) EDUCATION, AND (3) BIBLIOGRAPHIES. THE WORKS DEAL WITH HISTORY, SOCIOLOGY, ANTHROPOLOGY, ECONOMICS, LINGUISTICS, POLITICAL SCIENCE, LAW, MENTAL HEALTH, EDUCATIONAL PSYCHOLOGY, METHODOLOGY, TEACHING ENGLISH AS A SECOND LANGUAGE, AND MODERN LANGUAGE TEACHING. EACH SECTION IS ARRANGED ALPHABETICALLY ACCORDING TO THE AUTHOR OR INSTITUTION. (NQ)

ACCESSION NUMBER: ED085128

PUBLICATION DATE: 73

TITLE: GHOSTS IN THE BARRIO. ISSUES IN BILINGUAL-BICULTURAL EDUCATION.

PERSONAL AUTHOR: PABLANO, RALPH (RAFA)

DESCRIPTOR: *BICULTURALISM; *BILINGUAL EDUCATION; *CULTURAL BACKGROUND; DEFINITIONS; EDUCATIONAL PROBLEMS; EMPLOYMENT; *ESSAYS; HIGHER EDUCATION; *MEXICAN AMERICANS; MINORITY GROUPS; POLITICAL ATTITUDES; STEREOTYPES; TEACHER EDUCATION

DESCRIPTIVE NOTE: 374P.

THE BOOK IS A COLLECTION OF ESSAYS ON ISSUES IN BILINGUAL-BICULTURAL EDUCATION BY CHICANO EDUCATORS. SOME OF THE ESSAYS ARE BASED ON PERSONAL EXPERIENCE WHILE OTHERS ARE THE RESULT OF INTENSE RESEARCH. FULL DOCUMENTATION IS GIVEN FOR RESEARCH. THE ESSAYS ARE CRITICAL YET ANALYTICAL. THEY DO NOT PRESENT A SINGLE POINT OF VIEW BUT RATHER GIVE AN EDUCATIONAL-POLITICAL SPECTRUM RANGING FROM LEFT TO RIGHT. THE READINGS ARE AIMED AT INDIVIDUALS (CHICANO AND NON-CHICANO) WHO COME IN CONTACT WITH THE CHICANO STUDENTS OR WHO ARE INTERESTED IN CHICANO LANGUAGE, CULTURE, GOALS, AND ASPIRATIONS. THEY ARE DIVIDED INTO 9 SECTIONS: (1) FOUR CRITICAL OBSERVATIONS OF THE ANGLO ESTABLISHMENT BY CHICANO EDUCATORS; (2) ATTRIBUTES AND QUALITIES OF BEING A CHICANO: STEREOTYPES AND DEFINITIONS; (3) EMPLOYMENT DATA: TRAINING CONSIDERATIONS FOR PUBLIC EDUCATION AND THE CHICANO; (4) CHICANOS AND THE POLITICAL PROCESS; (5) SOME CONCEPTUAL AND THEORETICAL FRAMEWORKS FROM WHICH TO VIEW PROBLEMS IN EDUCATION; (6) SUBJECT MATTER AND INSTRUCTIONAL CONCERNS; (7) AN APPROACH TO LEARNING: BILINGUAL AND BICULTURAL EDUCATION; (8) SOME VIEWS ON TRAINING AND RETRAINING OF TEACHERS AND ADMINISTRATORS; AND (9) INSTRUCTIONAL STYLES FOR THE CLASSROOM AND THE BARRIO FROM THE PERSPECTIVE OF LA RAZA. (NQ)

AVAILABILITY: LESWING PRESS, A DIVISION OF LESWING COMMUNICATIONS, INC., 750 ADRIAN WAY, SAN RAFAEL, CA 94903 (\$5.95)

ACCESSION NUMBER: ED085166

PUBLICATION DATE: 71

TITLE: CHICANOS: MEXICANS IN THE UNITED STATES. A
STEPPING-STONE BOOK.

PERSONAL AUTHOR: MARTIN, PATRICIA MILES

DESCRIPTOR: AMERICAN INDIANS; BILINGUALISM; CULTURAL
EXCHANGE; *CULTURE; EDUCATION; *HISTORY; IMMIGRANTS; LABOR
CAMPS; *LIFE STYLE; *MEXICAN AMERICANS; *MIGRANT WORKERS;
NEIGHBORHOOD; SPANISH CULTURE; SPANISH SPEAKING

DESCRIPTIVE NOTE: 64P.

WRITTEN FOR SECOND AND THIRD GRADE CHILDREN, THE BOOK GIVES
AN ACCOUNT OF CHICANOS IN THE UNITED STATES. BEGINNING WITH
THE MAYAS, TOLTECS, AND AZTECS, IT EXPLAINS THE HISTORY OF
MEXICO, THE SPANISH CONQUEST, AND THE NORTHWARD MOVEMENT OF
THE "MESTIZOS". SUBSEQUENT CHAPTERS DETAIL THE IMMIGRATION
MOVEMENT ACROSS THE RIO GRANDE IN SEARCH OF WORK. MOST OF
THE IMMIGRANTS AT THAT TIME BECAME MIGRANT FARM WORKERS. A
DESCRIPTION OF A MIGRANT LABOR CAMP IS GIVEN, AND AN
EXPLANATION OF URBAN "BARRIOS". CHICANO CULTURE, THE
ADVANTAGES OF BILINGUALISM, CULTURAL DISCRIMINATION, FAMOUS
CHICANOS TODAY, AND IMPORTANT CONTRIBUTIONS TO AMERICAN
CULTURE ARE ALSO COVERED. (KM)

AVAILABILITY: PARENTS' MAGAZINE PRESS, A DIVISION OF
PARENTS' MAGAZINE ENTERPRISES, INC., 52 VANDERBILT AVENUE,
NEW YORK, N.Y. 10017 (\$3.97)

ACCESSION NUMBER: EDC85363

PUBLICATION DATE: 73

TITLE: CHOCTAW BILINGUAL EDUCATION PROGRAM.

DESCRIPTOR: AMERICAN INDIAN CULTURE; *AMERICAN INDIAN
LANGUAGES: *AMERICAN INDIANS; BICULTURALISM: *BILINGUAL
EDUCATION: *CHOCTAW; PROGRAM DESCRIPTIONS

IDENTIFIER: DISTINGUISHED ACHIEVEMENT AWARDS ENTRY

DESCRIPTIVE NOTE: 62P.

IN MANY SCHOOLS THROUGHOUT THE UNITED STATES, TEACHERS ARE
RAFFLED BY THE CHILD WHO DOES NOT KNOW ENOUGH ENGLISH TO
PARTICIPATE IN THE CLASSROOM, WHO "JUST SITS THERE." IN SOME
LOCALITIES THE LANGUAGE HE HEARS AND SPEAKS AT HOME IS AN
AMERICAN INDIAN TONGUE; IN OTHERS IT IS SPANISH OR ITALIAN
OR POLISH. THE CHOCTAW BILINGUAL EDUCATION PROGRAM HAS
CONCENTRATED ITS ATTENTION ON FOUR OKLAHOMA SCHOOLS, IN THE
OLD CHOCTAW NATION, WHERE THIS PROBLEM IS ACUTE. WITH THE
COOPERATION OF ADMINISTRATORS AND TEACHERS IN THESE SCHOOLS,
OF SOUTHEASTERN STATE COLLEGE, AND OF LEADERS OF THE CHOCTAW
COMMUNITY, A SYSTEM OF TEACHER EDUCATION HAS BEEN WORKED OUT
THAT BRINGS THE INDIAN CHILD INTO THE MAINSTREAM OF SCHOOL
LIFE WITHOUT SACRIFICING HIS IDENTITY AS A CHOCTAW. THE
PROGRAM EMPHASIZES THREE EDUCATIONAL IMPEPATIVES FOR
CHOCTAW-SPEAKING CHILDREN: A) THEY MUST HAVE EXPERIENCES
BOTH IN AND OUT OF SCHOOL THAT HELP THEM TO DEVELOP POSITIVE
SELF-CONCEPTS; B) THEY MUST BE ABLE TO USE THE CHOCTAW
LANGUAGE AS THE BASIC INSTRUMENT OF LEARNING AND ACQUIRE
FACILITY IN ENGLISH AS A MEANS OF SUPPLEMENTING AND
EXTENDING THEIR LEARNING OF CHOCTAW; C) THEY MUST HAVE
TEACHERS AND CLASSROOM AIDES WHO UNDERSTAND CHOCTAW AND
PATTERNS OF CHOCTAW THOUGHT AND BEHAVIOR AND WHO ACCEPT
THESE AS FULLY EQUAL TO THE ENGLISH LANGUAGE AND
ANGLO-AMERICAN PATTERNS. (THE DOCUMENT CONTAINS A PROGRAM
DESCRIPTION AND TEACHER HANDBOOK.) (JA)

ACCESSION NUMBER: ED086030

PUBLICATION DATE: 13 MAY 73

TITLE: THE USE OF BILINGUAL STUDENT TUTORS IN TEACHING
ENGLISH AS A SECOND LANGUAGE.

PERSONAL AUTHOR: HARRISON, GRANT VON; WILKINSON, JOHN C.

DESCRIPTOR: *AMERICAN INDIANS; *BILINGUAL EDUCATION;
BILINGUAL STUDENTS; BILINGUAL TEACHER AIDES; BILINGUAL
TEACHERS; CHILD RESPONSIBILITY; DIAGNOSTIC TESTS;
*ELEMENTARY GRADES; *ENGLISH (SECOND LANGUAGE);
INSTRUCTIONAL MATERIALS; LANGUAGE INSTRUCTION; PROGRAM
IMPROVEMENT; REVIEW (REEXAMINATION); SECOND LANGUAGE
LEARNING; SUPERVISORS; *TUTORIAL PROGRAMS; VOCABULARY

DESCRIPTIVE NOTE: 13P.; PAPER PRESENTED AT THE ANNUAL
CONVENTION OF TEACHERS OF ENGLISH TO SPEAKERS OF OTHER
LANGUAGES (7TH, SAN JUAN, P.R., MAY 13, 1973)

BILINGUAL EDUCATION, AS AN APPROACH TO THE PROBLEM OF
PREPARING THE AMERICAN INDIAN CHILD FOR ENTRY INTO AMERICAN
PUBLIC SCHOOLS, HAS NOT PROVEN SATISFACTORY DUE TO A LACK OF
PROPERLY CERTIFIED TEACHERS AND A TENDENCY TO THRUST TOO
MUCH UPON THE CHILD TOO FAST. IN RESPONSE TO THIS PROBLEM, A
TUTORIAL SYSTEM HAS BEEN DEvised IN WHICH BILINGUAL,
UPPER-GRADE-ELEMENTARY INDIAN CHILDREN ARE USED AS TUTORS
FOR KINDERGARTEN AND FIRST-GRADE INDIAN CHILDREN. PROCEDURES
TO ESTABLISH THIS SYSTEM ARE: PHASE I--TO IDENTIFY THE
CRITICAL VOCABULARY TO MEET STUDENTS' NEEDS; PHASE II--TO
DEVISE DIAGNOSTIC TESTS BASED ON THE CRITICAL VOCABULARY TO
INDICATE INDIVIDUAL STUDENT REQUIREMENTS; PHASE III--TO
DEVELOP TRAINING MATERIALS, AUDIO-VISUAL MATERIALS, AND HOME
STUDY MATERIALS FOR THE STUDENTS' TUTORS AND TO SELECT AND
TRAIN ADULT TUTOR SUPERVISORS; PHASE IV--TO SELECT AND TRAIN
BILINGUAL STUDENT TUTORS AND TO CONDUCT STUDENT DIAGNOSTIC
TESTING; PHASE V--TO ASSIGN BILINGUAL TUTORS TO INDIVIDUAL
STUDENTS AND IMPLEMENT INSTRUCTION; AND PHASE VI--TO CONDUCT
A POST-ASSESSMENT OF THE STRUCTURED TUTORING LEARNING
PROCESS, TO REVISE THE SPECIFIC TUTORING MODEL FOR USE WITH
NAVAJO CHILDREN, AND TO REVISE THE GENERAL TUTORING MODEL TO
OPTIMIZE IT FOR USE IN SECOND LANGUAGE INSTRUCTION.
(AUTHOR/HW)

ACCESSION NUMBER: ED086031

PUBLICATION DATE: 73

TITLE: BILINGUALISM AND LANGUAGE DEVELOPMENT: THE EFFECT OF THE MEXICAN AMERICAN'S BILINGUALISM ON HIS ENGLISH LANGUAGE DEVELOPMENT.

PERSONAL AUTHOR: GARCIA, RICARDO LUIS

DESCRIPTOR: *BILINGUALISM; BILINGUAL STUDENTS; CULTURAL PLURALISM; *ENGLISH; LANGUAGE ABILITY; LANGUAGE DEVELOPMENT; LANGUAGE ENRICHMENT; LANGUAGE HANDICAPS; *LANGUAGE RESEARCH; *MEXICAN AMERICANS; MINORITY GROUPS; NATIVE SPEAKERS; NON ENGLISH SPEAKING; SECOND LANGUAGES; SOCIOLINGUISTICS; *SPANISH

DESCRIPTIVE NOTE: 16P.

THIS PAPER DISCUSSES THE EFFECT OF THE MEXICAN AMERICAN'S BILINGUALISM ON HIS ENGLISH LANGUAGE DEVELOPMENT. IT CITES RECENT RESEARCH REPORTS WHICH STATE THAT BILINGUALISM DOES NOT HAVE A NEGATIVE EFFECT UPON LANGUAGE DEVELOPMENT WHEN SOCIO-ENVIRONMENTAL FACTORS ARE CONTROLLED OR CONSIDERED. INVESTIGATIONS OF THE SYNTACTIC DEVELOPMENT OF CHICANO YOUNGSTERS SHOW THAT BILINGUALISM DOES NOT AFFECT THE CHICANO'S ENGLISH LANGUAGE DEVELOPMENT IN TERMS OF SYNTACTIC PATTERNING. THE PAPER CONCLUDES THAT CHICANO BILINGUALISM, PER SE, IS NOT DETRIMENTAL TO THE CHICANO'S ENGLISH LANGUAGE DEVELOPMENT. REASONS FOR THE CHICANO'S READING AND LANGUAGE DIFFICULTIES MUST BE SOUGHT ELSEWHERE, PERHAPS WITHIN A CULTURAL OR MOTIVATIONAL CONTEXT. A LIST OF REFERENCES IS INCLUDED. (SK)

ACCESSION NUMBER: ED086409

PUBLICATION DATE: 5 APR 73

TITLE: ANNUAL INTERNATIONAL MULTILINGUAL, MULTICULTURAL CONFERENCE: PROCEEDINGS (1ST, SAN DIEGO, CALIFORNIA, APRIL 1-5, 1973).

DESCRIPTOR: ABSTRACTS; AMERICAN INDIANS; ANGLO AMERICANS; *BICULTURALISM; *BILINGUAL EDUCATION; CHINESE AMERICANS; *CONFERENCE REPORTS; CULTURAL DIFFERENCES; CULTURAL INTERRELATIONSHIPS; ENGLISH (SECOND LANGUAGE); ETHNIC GROUPS; *INTERNATIONAL PROGRAMS; *MULTILINGUALISM; SPANISH SPEAKING

DESCRIPTIVE NOTE: 65P.

THE MISSION OF THIS 1973 MULTILINGUAL MULTICULTURAL CONFERENCE WAS TO FOCUS ON THE STUDENT WHO HAS A PRIMARY LANGUAGE OTHER THAN ENGLISH AS HIS LANGUAGE OF CONCEPTUALIZATION. THE CONFERENCE ATTEMPTED TO ILLUSTRATE THE NEED FOR BILINGUAL BICULTURAL EDUCATION IN WHICH A STUDENT, USING HIS PRIMARY LANGUAGE, GAINS ACCESS TO AN ACADEMIC WORLD WITHIN WHICH HE CAPITALIZES ON HIS CULTURAL HERITAGE AND ENRICHES HIS COGNITIVE AND VERBAL PROCESSES. ATTEMPTS WERE MADE TO HAVE REPRESENTATIVES AT THE CONFERENCE FROM ALL ETHNIC GROUPS RECEIVING TITLE VII ELEMENTARY AND SECONDARY EDUCATION ACT FUNDS, AND THERE WAS A MULTI-ETHNIC REPRESENTATION AT ALL CONFERENCE LEVELS. THE CONFERENCE REPORT GIVES ABSTRACTS, WHEN AVAILABLE, FROM THE 47 PAPERS AND DISCUSSIONS PRESENTED. THE WIDE RANGE OF PRESENTATIONS COVERS SUCH THINGS AS TEACHER TRAINING IN CHICANO STUDIES; MULTI-MEDIA LEARNING SYSTEMS AND BILINGUAL EDUCATION; ASIAN-AMERICAN BILINGUAL METHODOLOGICAL CONCERNS; ESTUDIANTE: FORMING A STUDENT CULTURAL MUSIC GROUP; A BICULTURAL PERSPECTIVE OF NATIVE AMERICANS: FOCUSING ON BILINGUALISM; ARGUMENTS FOR UTILIZING BILINGUAL EDUCATION WITH THE DEAF; PRE-SCHOOL PREPARATION FOR MIGRANT EDUCATION, HOME INTERVENTION: A SELF-CONTAINED CENTER; BILINGUAL SYNTAX MEASUREMENT; AND THE FILIPINO'S SEARCH FOR A PLACE IN THE SUN. (KM)

AVAILABILITY: DISSEMINATION CENTER FOR BILINGUAL BICULTURAL EDUCATION, 6504 TRACOR LANE, AUSTIN, TEXAS 78721 (\$2.00)

ACCESSION NUMBER: ED086424

PUBLICATION DATE: 73

TITLE: REGION ONE RIGHT-TO-READ PROJECT: 1972-73 EVALUATION REPORT.

PERSONAL AUTHOR: LINTON, THOMAS H.

DESCRIPTOR: *BILINGUAL EDUCATION; ENGLISH (SECOND LANGUAGE); *KINDERGARTEN CHILDREN; *MEXICAN AMERICANS; ORAL ENGLISH; PERSONNEL; *PROGRAM EVALUATION; READING DEVELOPMENT; SPANISH SPEAKING; *TABLES (DATA)

DESCRIPTIVE NOTE: 28P.

THE RIGHT-TO-READ PROJECT WAS INTRODUCED INTO 7 SCHOOL DISTRICTS IN REGION 1 (TEXAS) IN SEPTEMBER 1972. BILINGUAL PROGRAM MATERIALS DEVELOPED UNDER AN ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) TITLE VII GRANT WERE PLACED IN 34 KINDERGARTEN CLASSROOMS WITH AN ENROLLMENT OF APPROXIMATELY 900 STUDENTS. BECAUSE OF LATE ENROLLMENTS, THE NUMBER OF CLASSROOMS INCREASED TO 38 AND THE NUMBER OF STUDENTS TO 1,000. THE MATERIALS PLACED IN THE CLASSROOMS WERE THE FIRST YEAR OF A SEQUENTIAL, 4-YEAR PROGRAM FOR MEXICAN AMERICAN CHILDREN WITH LITTLE OR NO KNOWLEDGE OF ENGLISH. THEY CONSIST OF: (1) SPANISH READING--REGION ONE LITERACY LESSONS (ROLL), AND (2) ENGLISH AS A SECOND LANGUAGE--REGION ONE CURRICULUM KIT (ROCK). PROJECT PERSONNEL INCLUDED 5 STAFF MEMBERS AND 38 CLASSROOM TEACHERS. THE PROGRAM HAD 7 OBJECTIVES SUCH AS: STUDENTS MUST DEMONSTRATE THEY CAN RELATE SOUNDS TO COMPOSE WORDS IN THEIR NATIVE LANGUAGE; STUDENTS IN THE SPANISH READING PROGRAM WILL DEMONSTRATE AN AWARENESS THAT THE CORRESPONDENCE BETWEEN LETTERS AND SOUND IS NOT ALWAYS ONE-TO-ONE; STUDENTS IN THE ENGLISH AS A SECOND LANGUAGE PROGRAM WILL BE ABLE TO GENERATE ORALLY AT LEAST 3/4 OF THE SENTENCE PATTERNS CONTAINED IN THE ROCK I KIT. A GOAL ESTABLISHED FOR THE PROJECT WAS FOR EACH CLASSROOM TO COMPLETE READING THE 5TH BOOKLET IN THE SPANISH READING PROGRAM SERIES BY THE END OF THE SCHOOL YEAR. FIFTEEN PERCENT OF THE CLASSROOMS ACTUALLY FINISHED BOOKLET #5, AND AN ADDITIONAL 17% HAD STARTED IT. THE ENGLISH AS A SECOND LANGUAGE PROGRAM PROGRESSED AS PLANNED, WITH APPROXIMATELY 65% OF THE CLASSROOMS COMPLETING OVER 90% OF THE 128 LESSONS IN THE PROGRAM AND 85% COMPLETING 80%. (KM)

ACCESSION NUMBER: ED086429

PUBLICATION DATE: DEC 73

TITLE: CARTEL: ANNOTATED BIBLIOGRAPHY OF BILINGUAL
BICULTURAL MATERIALS NO. 12. CUMULATIVE ISSUE--1973.

DESCRIPTOR: *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES;
*BILINGUAL EDUCATION; CHINESE; CULTURAL BACKGROUND;
CURRICULUM GUIDES; EDUCATIONAL RESOURCES; *ENGLISH (SECOND
LANGUAGE); ETHNIC GROUPS; INSTRUCTIONAL MATERIALS; MEXICAN
AMERICANS; NATIVE SPEAKERS; PORTUGUESE; PUERTO RICAN
CULTURE; RUSSIAN; *SPANISH SPEAKING

DESCRIPTIVE NOTE: 210P.

APPROXIMATELY 400 BOOKS, CURRICULUM GUIDES, JOURNALS, AND
EDUCATIONAL RESOURCE MATERIALS PUBLISHED BETWEEN 1967 AND
1973 ARE LISTED IN THIS ANNOTATED BIBLIOGRAPHY OF BILINGUAL
BICULTURAL MATERIALS ON THE SPANISH-SPEAKING, AMERICAN
INDIANS, FRENCH, PORTUGUESE, CHINESE, AND RUSSIANS. THIS
LISTING SHARES WITH BILINGUAL BICULTURAL PROJECT PERSONNEL
THE INFORMATION NEEDED FOR THE ACQUISITION OF RELEVANT
MATERIALS FOR THEIR PROGRAMS. ALL MATERIALS LISTED MUST BE
AVAILABLE IN THE UNITED STATES OR ITS TERRITORIES AND MUST
RELATE TO TITLE VII ELEMENTARY AND SECONDARY EDUCATION ACT
OR OTHER BILINGUAL BICULTURAL PROGRAMS. A TYPICAL ANNOTATION
INCLUDES THE FOLLOWING, IN ORDER: TITLE, AUTHOR OR
DEVELOPING AGENCY, NAME AND ADDRESS OF THE PUBLISHER,
PUBLICATION DATE, NUMBER OF PAGES, LANGUAGE(S) USED,
INTENDED AUDIENCE OR LEVEL, AND DESCRIPTIVE STATEMENT.
TITLE, AUTHOR, AND SUBJECT INDEXES ARE GIVEN FOR THE
READER'S USE. PUBLISHERS AND DISTRIBUTORS ARE LISTED
ALPHABETICALLY AT THE END OF THE DOCUMENT. (FF)

AVAILABILITY: DISSEMINATION CENTER FOR BILINGUAL BICULTURAL
EDUCATION, 6504 TRACOP LANE, AUSTIN, TEX. 78721 (\$3.70)

ACCESSION NUMBER: ED087111

PUBLICATION DATE: 31 OCT 73

TITLE: EDUCATION LEGISLATION, 1973. HEARINGS BEFORE THE SUBCOMMITTEE ON EDUCATION OF THE COMMITTEE ON LABOR AND PUBLIC WELFARE, UNITED STATES SENATE. NINETY-THIRD CONGRESS, FIRST SESSION, ON S.1539. TO AMEND AND EXTEND CERTAIN ACTS RELATING TO ELEMENTARY AND SECONDARY EDUCATION PROGRAMS, AND FOR OTHER PURPOSES AND RELATED BILLS. PART 7.

DESCRIPTOR: *BILINGUAL EDUCATION; *EDUCATIONAL LEGISLATION;
ELEMENTARY SCHOOLS; *FEDERAL AID; *FEDERAL LEGISLATION;
*FEDERAL PROGRAMS; MEXICAN AMERICANS; SECONDARY SCHOOLS

IDENTIFIER: *ELEMENTARY SECONDARY EDUCATION ACT TITLE VII;
ESEA TITLE VII

DESCRIPTIVE NOTE: 684P.; RELATED DOCUMENTS ARE EA 005
703-707 AND EA 005 853

THIS VOLUME CONTAINS THE COMPLETE TEXT OF TWO SENATE BILLS DESIGNED TO IMPROVE BILINGUAL EDUCATIONAL OPPORTUNITIES FOR CHILDREN OF LIMITED ENGLISH-SPEAKING ABILITY. ONE OF THE BILLS WOULD AMEND TITLE VII OF THE ELEMENTARY AND SECONDARY EDUCATION ACT. ALSO INCLUDED IN THE VOLUME ARE NUMEROUS STATEMENTS CONCERNING BILINGUAL EDUCATION MADE BY FEDERAL AND STATE OFFICIALS, BY CONCERNED CITIZENS, AND BY GROUPS DIRECTLY ASSOCIATED WITH BILINGUAL EDUCATION. (PAGES 2,791-2,829, 3,125-3,137, AND 3,199 MAY REPRODUCE POORLY.)
(JF)

ACCESSION NUMBER: ED087584

PUBLICATION DATE: APR 73

TITLE: THE SCHOOLS OF GUADALUPE... A LEGACY OF EDUCATIONAL OPPRESSION.

DESCRIPTOR: ANGLO AMERICANS; ATTITUDES; BICULTURALISM; BILINGUALISM; *CIVIL RIGHTS; DISCIPLINE; DISCRIMINATORY ATTITUDES (SOCIAL); *EDUCATIONAL DISCRIMINATION; EDUCATIONALLY DISADVANTAGED; *EDUCATIONAL PRACTICE; EDUCATIONAL QUALITY; INSTRUCTIONAL STAFF; *INVESTIGATIONS; LEGAL PROBLEMS; *MEXICAN AMERICANS; NEGATIVE REINFORCEMENT; PARENT PARTICIPATION; PUNISHMENT; SCHOOL COMMUNITY RELATIONSHIP; SOCIAL VALUES

IDENTIFIER: *CALIFORNIA

DESCRIPTIVE NOTE: 109P.

THE DOCUMENT REPORTED AN INVESTIGATION INTO THE GUADALUPE UNION SCHOOL DISTRICT IN THE SPRING 1972 BY THE CALIFORNIA STATE ADVISORY COMMITTEE (U.S. COMMISSION ON CIVIL RIGHTS). COMPLAINTS PROMPTING THE INVESTIGATION DEALT WITH (1) POOR QUALITY EDUCATION NOT GEARED TO MEET THE NEEDS OF MEXICAN AMERICAN CHILD, (2) FAILURE TO HIRE BILINGUAL BICULTURAL MEXICAN AMERICAN STAFF, (3) CORPORAL PUNISHMENT, (4) FAILURE TO INVOLVE MEXICAN AMERICAN PARENTS IN THE SCHOOL, AND (5) HARASSMENT OF INDIVIDUALS WHO COMPLAINED ABOUT THE SCHOOL SYSTEM. AT THE MAY 20 PUBLIC OPEN MEETING, 28 PERSONS TESTIFIED, SUCH AS THE SUPERINTENDENT, SCHOOL PRINCIPALS, PARENTS, FORMER STUDENTS, AND ATTORNEYS. THE ADVISORY COMMITTEE IDENTIFIED 4 ISSUES OF PARAMOUNT CONCERN--GENERAL EDUCATIONAL PRACTICES, STAFFING PRACTICES, CORPORAL PUNISHMENT, AND PATTERNS OF REPRISAL. THE 4 ISSUES WERE ANALYZED AND 6 RECOMMENDATIONS WERE PRESENTED: I.E., THAT THE U.S. OFFICE OF EDUCATION INITIATE A REVIEW OF THE DISTRICT'S EDUCATIONAL PRACTICES AS THEY RELATE TO MEXICAN AMERICANS, AND THAT THE U.S. DEPARTMENT OF JUSTICE INVESTIGATE AND ACT UPON APPARENT CIVIL RIGHTS VIOLATIONS IN THIS DISTRICT. THE APPENDICES PRESENTED RELEVANT STATISTICS AND CORRESPONDENCE. (FF/KM)

ACCESSION NUMBER: ED087599

PUBLICATION DATE: MAR 74

TITLE: MIGRANT EDUCATION, A SELECTED BIBLIOGRAPHY (WITH ERIC ABSTRACTS). ERIC/CRESS SUPPLEMENT NO. 4.

DESCRIPTOR: AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; BILINGUAL EDUCATION; *COMPENSATORY EDUCATION; DEMOGRAPHY; DISADVANTAGED GROUPS; FEDERAL PROGRAMS; *MIGRANT CHILDREN; *MIGRANT EDUCATION; NEGROES; PROGRAM DESCRIPTIONS; RURAL AREAS; SOCIOECONOMIC INFLUENCES; SPANISH SPEAKING; STATE PROGRAMS

DESCRIPTIVE NOTE: 140P.; RELATED DOCUMENTS ARE ED028011, ED040002, ED055706, ED075162

THE BIBLIOGRAPHY PROVIDES ACCESS TO SOME OF THE LATEST FINDINGS AND DEVELOPMENTS IN MIGRANT EDUCATION. A SUPPLEMENT TO 4 EARLIER BIBLIOGRAPHIES, IT CONTAINS APPROXIMATELY 100 CITATIONS AND ABSTRACTS PUBLISHED FROM 1965 TO 1973 WHICH HAVE APPEARED IN "RESEARCH IN EDUCATION". THE "CURRENT INDEX TO JOURNALS IN EDUCATION" SECTION COVERS APPROXIMATELY 35 ARTICLES WHICH APPEARED FROM WINTER 1971 THROUGH JUNE 1973. ENTRIES INCLUDE A WIDE VARIETY OF RESOURCE MATERIALS, SUCH AS RESEARCH AND PROGRAM REPORTS, TEACHER GUIDES, AND DOCTORAL DISSERTATIONS. SOME MAJOR AREAS OF EMPHASIS ARE BILINGUAL EDUCATION AND ELEMENTARY AND SECONDARY EDUCATION ACT PROGRAMS. SUBJECT INDEXES AND ORDERING INFORMATION ARE APPENDED. (KM)

AVAILABILITY: NATIONAL EDUCATIONAL LABORATORY PUBLISHERS, INC., 813 AIRPORT BLVD., AUSTIN, TEX. 78702 (STOCK NO. EC-008; \$5.00)

ACCESSION NUMBER: ED087698

PUBLICATION DATE: NOV 73

TITLE: THE CULTURAL LITERACY LABORATORY: A NEW DIMENSION IN
MULTICULTURAL TEACHER EDUCATION.

DESCRIPTOR: AMERICAN INDIANS; *BILINGUAL EDUCATION; *CROSS
CULTURAL TRAINING; *CULTURAL AWARENESS; CULTURAL
DIFFERENCES; *CULTURAL PLURALISM; FIELD EXPERIENCE PROGRAMS;
LABORATORY TRAINING; *TEACHER EDUCATION; TEACHERS

IDENTIFIER: CULTURAL LITERACY LABORATORY; *DISTINGUISHED
ACHIEVEMENT AWARD ENTRY

DESCRIPTIVE NOTE: 58P.

THE GOAL OF THE CULTURAL LITERACY LABORATORY IS TO PROVIDE
EDUCATORS WITH CROSSCULTURAL ADAPTIVE SKILLS NEEDED TO
ACCLIMATE TO DIFFERENT CULTURES AND TO REDUCE THE EFFECT OF
CULTURE SHOCK. THESE SKILLS ARE OF PARTICULAR IMPORTANCE TO
TEACHERS WORKING IN BILINGUAL AND MULTICULTURAL CLASSROOMS.
A CULTURALLY LITERATE EDUCATOR IS ONE WHO IS AWARE OF HIS
ETHNICITY AND WHO POSSESSES THE SKILLS OF CROSSCULTURAL
COMMUNICATION. BASED ON SOCIAL SCIENTIFIC THEORY, THE
LABORATORY INCORPORATES AND REINFORCES THE PARTICIPANT'S
PREVIOUS SOCIAL SCIENCE CONCEPTS AND METHODOLOGY. IT ALSO
ALLOWS HIM TO PRACTICE NEW SKILLS AND TECHNIQUES IN A
VARIETY OF EXPERIENCE-BASED ACTIVITIES. INSTRUMENTS THAT ARE
USED IN THE LABORATORY ARE BOKEACH SCALE E AND THE CULTURAL
LITERACY INVENTORY (COPIES OF WHICH ARE INCLUDED AS AN
APPENDIX). (JA)

ACCESSION NUMBER: ED087818

PUBLICATION DATE: 72

TITLE: EVALUATION INSTRUMENTS FOR BILINGUAL EDUCATION. A
REVISION OF TESTS IN USE IN TITLE VII BILINGUAL EDUCATION
PROJECTS.

PERSONAL AUTHOR: HAMILTON, DON

DESCRIPTOR: *ANNOTATED BIBLIOGRAPHIES; *BICULTURALISM;
*BILINGUAL EDUCATION; ELEMENTARY SCHOOL STUDENTS; SECONDARY
SCHOOL STUDENTS; *SPANISH SPEAKING; STANDARDIZED TESTS;
TESTING; *TESTS

IDENTIFIER: ELEMENTARY SECONDARY EDUCATION ACT TITLE VII;
ESEA TITLE VII; *TEST BIBLIOGRAPHIES

DESCRIPTIVE NOTE: . 95P.

THIS DOCUMENT CONTAINS A LISTING OF TESTS WHICH CAN BE USED
IN BILINGUAL BICULTURAL EDUCATION PROJECTS. THE EVALUATION
INSTRUMENTS ARE LISTED ALPHABETICALLY AND ARE ANNOTATED.
INCLUDED IN THE DESCRIPTION OF EACH TEST IS INFORMATION
ABOUT: TITLE, ACRONYM, AUTHOR, PUBLISHER, SOURCE, DATE,
PAGES, PRICE, AGE, GRADE, TIME, LANGUAGE, GROUP OR
INDIVIDUAL, SKILLS, SPECIAL REQUIREMENTS, AND SCORE. THE
APPENDIXES CONTAIN A LISTING OF ACRONYMS, A PUBLISHERS'
DIRECTORY AND INDEX, AND A DIRECTORY AND INDEX OF PROJECTS
AND EDUCATIONAL FACILITIES. A BIBLIOGRAPHY AND SUBJECT INDEX
IS ALSO INCLUDED. IT IS NOTED THAT NEITHER THE INCLUSION NOR
THE EXCLUSION OF ANY TESTS IN THE BOOKLET IMPLIES A JUDGMENT
BY THE EDITORS ABOUT THE ADEQUACY, APPROPRIATENESS OR
USEFULNESS OF THE TEST. FOR A RELATED ARTICLE SEE ED 050
386. (MLP)

AVAILABILITY: DISSEMINATION CENTER FOR BILINGUAL BICULTURAL
EDUCATION, 6504 TRACOR LANE, AUSTIN, TEXAS 78721 (\$1.50)

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